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ABSTRACT

This implementation guide is intended to assist educators in planning, establishing, building, and managing a High School/High Tech project for high school students with disabilities. The program is designed to develop career opportunities, provide activities that will spark an interest in high technology fields, and encourage students to pursue higher education. The guide begins by discussing the mission and primary features of the program. Key features include: (1) paid summer employment and internship opportunities that provide on-the-job experiences in high tech environments; (2) corporate site visits to laboratories, manufacturing plants, and high tech offices and facilities; (3) mentoring professionals in high tech fields serving as career advisors to students; (4) job shadowing in which students spend time observing professionals at work; and (5) workshops and training featuring career exploration, resume development, career planning, specialized computer training, and job search skills instruction. Following chapters of the guide provide detailed information on program components, how to launch a local project site, how to market the program, how to involve parents and other advocates, how to develop an awareness of cultural diversity, and how to monitor, evaluate, and report on programs. Appendices include samples and templates for creating documents critical to program operations. (CR)

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PROGRAM GUIDE

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An Implementation Guide for High School/High Tech Program Coordinators

Promoting Careers in Science and Technology for High School Students with Disabilities

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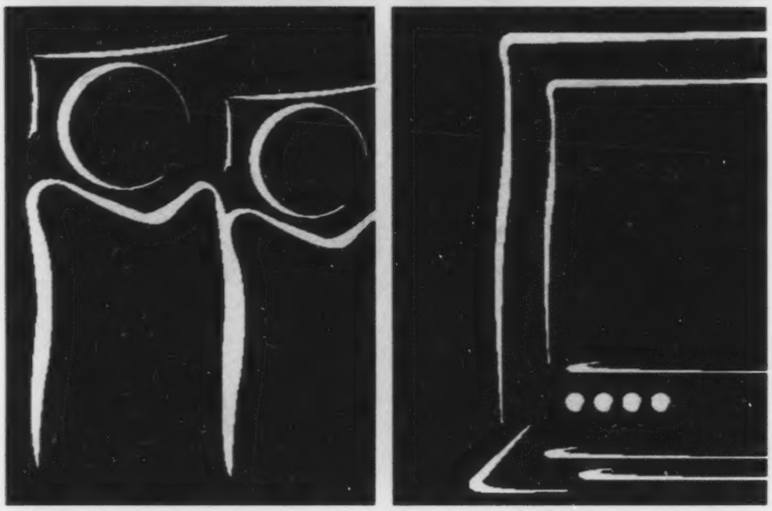

acknowledgments

The National High School/High Tech Program Office would like to thank everyone involved in the High School/High Tech Program for the time and effort they have put into making the Program such a success. Your successes are reflected in this manual.

Specifically, the National Program Office would like to recognize Donna Mundy and Lee Miller for their thoughtful feedback on the draft versions of this manual and for contributing content. The National Program Office would like to thank Charles McNelly, Henry Angle, Bryan Stoll, and ASPIRA, for providing us with many of the forms and activities included in this manual. The feedback from the October 1999 High School/High Tech Conference's Manual Focus Group was invaluable, and we would like to thank everyone involved. We would also like to thank George Tilson, of TransCen, Inc., Dan Luis, of Wynd Communications, and Joe Karp, of Wynd Communications.

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introduction

Welcome to the High School/High Tech Program!

The National High School/High Tech Program is pleased to offer you its implementation Guide as a resource for planning, establishing, building, and managing a High School/High Tech project in your community.

A travel guidebook of any type is only as effective as the results that come from following it–the quality of the journey and the final destination. That seems an appropriate analogy for a manual designed to assist you in leading the development and successful implementation of your High School/High Tech project. This is a journey that will be unique for everyone involved, whether project staff, educators, counselors, youth, employers, parents, or other interested individuals. Bon Voyage and best wishes!

Purpose and Overview of the Guide

This guide was developed with input from representatives of more than 60 project sites located throughout the U.S. These representatives included seasoned veterans of High School/High Tech, those who have a few years under their belts, and others brand new to the project. The consensus of this diverse group was clear: this guide should be PRACTICAL above all else. Project representatives wanted a resource that would give important tips on everything from start-up activities to locating funding sources. They also requested ideas for establishing dynamic partnerships with a wide range of companies in which technology is either the primary product or is integral to that organization's operations. Therefore, the guide is short on narrative–and long on tips!

There was unanimous opinion that the guide should have a section containing sample forms, letters, agreements, press releases, and so forth. Consequently, Appendix II includes samples and templates for creating documents critical to program operations. With the exception of forms required by the High School/High Tech National Office, most of the samples are meant to provide a starting point for customizing your own documents.

In fact, we fully expect that you will greatly improve upon all of the samples!

How High School/High Tech Evolved

In 1983, the High School/High Tech Program was created by a task force of executives from high tech companies and others in Los Angeles. These executives agreed that finding qualified employees able to handle high tech jobs was a top priority. They also acknowledged that people with disabilities have proven to be loyal, highly productive, and dependable employees. Finally, they recognized that the relatively minor costs of adapting the work place for workers with disabilities is a good investment in human resources.

When the task force members looked at the pool of eligible workers with disabilities, however, they discovered that few had the education and training to qualify for high tech jobs. They realized that in order to build a technologically trained work force that included people with disabilities, their companies would have to reach out to students at an early stage in their education. With leadership by the Atlantic Richfield Company and the support of the Los Angeles Unified School District, America's first intervention program designed specifically to promote training for science and technology jobs among young people with disabilities was established.

Shortly thereafter, the program was adopted by the President's Committee on Employment of People with Disabilities, whose mission has been to facilitate the communication, coordination, and promotion of public and private efforts that enhance the employment of people with disabilities.

The National Aeronautics and Space Administration (NASA) has also been a major supporter of High School/High Tech since 1985 and currently is directly involved in several projects, six of which have close working relationships with NASA facilities.

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Mission of the High School/High Tech Program

High School/High Tech is an enrichment program for high school students with disabilities. It is designed to develop career opportunities and provide activities that will spark an interest in high technology fields, and to encourage students to pursue higher education. High School/High Tech programs have been established in numerous sites across the country. (Please refer to the appendix for a list of sites.)

The High School/High Tech Program, as an intervention, represents a response to a number of factors occurring simultaneously in the U.S.:

- The booming global and technology-driven economy:

  Faster than can be imagined, the world of technology (cyber, bio, medical, solar, nuclear, electronics) is evolving. In turn, the face of industry and the workplace is continually changing, requiring that workers of today and tomorrow possess a new set of skills if they are to participate in this high tech-dominated economy. Ever increasing numbers of workers with science, mathematics, and other technological expertise are needed.

- Employer skill expectations for the 21st Century:

  Murnane and Levy (from their book The New Basic Skills, 1996) surveyed employers from around the country to determine what they thought were the essential skills needed if youth of today were to enter careers that would have advancement potential and lead to a high standard of living. These include: reading, mathematics, science, problem-solving, teamwork, computer knowledge, communication, and work values.

- The changing demographics of the workforce:

  As the economy continues to grow, the number of young adults entering the workplace is shrinking. This means that employers will be vying for talent. Those young adults who have the best skills will be in the enviable position of taking their pick of numerous job offers.

- Employment statistics for people with disabilities—an overlooked talent pool:

  As of the year 2000, the employment rates for people with disabilities continue to lag far behind the rates for citizens without disabilities. When statistics are analyzed further, people with disabilities are woefully underrepresented in science, mathematics, and other technical fields, and in management and executive positions.

- National Standards movement in education and other school reform efforts:

  Schools nationwide have been struggling to improve their outcomes by examining their current processes and making significant changes in the way they educate children and youth. Stiffer academic standards have been identified in most states, with more rigid requirements for school promotion and graduation in place.

- School-to-Careers initiatives:

  The National School to Work Opportunities Act was enacted to encourage school systems to correlate directly school learning with the demands of new millennium careers. The Act addresses the real concern that our educational systems use antiquated methodologies and that students and teachers cannot see the connection between what is taught/learned in school and the skills needed in the fast paced high technology, high communication, high abstract world of the 21st century global economy.

The High School/High Tech model was created as a vehicle to help address all of these issues.

What is High School/High Tech?

It is a program that aims to:

- motivate students to explore their own interests and potential in the sciences, mathematics, and technology fields;
- encourage those interested in science, mathematics, engineering, and technology-related careers to aim for college and a degree in their chosen field;
- provide students with appropriate career planning, including counseling on colleges, and degree programs;
- help professionals in science, mathematics, engineering, and technology-related fields to understand better the uses of assistive technology and the accommodations and facility-access needs of persons with disabilities, and
- provide employers with a new resource for qualified workers.

What are the primary features of High School/High Tech?

While each local site may have a different configuration of activities, the program incorporates a mix of learning experiences, including:

- employment—paid summer employment and internship opportunities that provide on-the-job experiences in high tech environments;
- corporate site visits—to laboratories, manufacturing plants, as well as high tech offices and facilities;
- mentoring—professionals in high tech fields serving as career advisors to students;
- job shadowing—students spending time observing professionals at work, and
- workshops and training—featuring career exploration, resume development, career planning, specialized computer training, and job search skills instruction.

Note: *In order to be a fully developed HS/HT Program, students with disabilities must participate in paid summer internships.*

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Join the National High School/High Tech Program

The High School/High Tech Program represents a growing network of individuals, organizations, companies, and agencies that are committed to unlocking doors and creating opportunity for students with disabilities. Joining the High School/High Tech Program network provides you with access to resources across the country that you can use to build your program. At the same time, you too bring resources to the High School/High Tech Program, and we encourage you to share your ideas with other High School/High Tech Program coordinators, sponsors, and students.

Getting Started

Here are some first steps if you are just joining the Program:

- Contact the National Program Office and ask the National Program Manager to recommend others in the field whom you may contact. There are many different types of High School/High Tech Programs, and the National Program Manager will have a sense of which programs are good resources for you.
- Join the High School/High Tech Program's electronic community. The National Program Manager will submit your name to the High School/High Tech electronic networks so that you can start to make the Web-based resources offered by the National Program Office work for you.
- Check out the National Program's Website and local program Websites. There is a wealth of information about the program on the Internet. Also, we encourage you to design your own Web page to promote your local program.
- Visit other High School/High Tech sites. Many new program operators have had invaluable learning experiences from making trips to other program sites. More seasoned High School/High Tech Program operators can supply you with new ideas, provide you with materials, and, of course, let you know about any growing pains they have experienced.

Florida or Blast?

The Project Director and School Board Administrator from the *Tech Now Oklahoma High School/High Tech Project* traveled to Florida to learn about all the exciting things going on there. They met with Florida's High School/High Tech Program Director, toured summer internship sites, spoke to mentors, met with NASA staff, and toured Space Camp. The Oklahoma visitors had an unforgettable experience and, as a result, Oklahoma's Tech Now students will be attending Space Camp!

- Find out if there are any National High School/High Tech Training Conferences coming up or any special events you can attend. The National High School/High Tech Office hosts training conferences for new coordinators. Attending a national training conference is a great way to plug into the High School/High Tech Program network.
- Learn about other programs sponsored by the National Program Office that can support your local program. There are many other programs at the national level that are designed to promote the employment of people with disabilities.

Working with the National High School/High Tech Program Office

The National Program Office is well-established, and affiliation with it provides your program with instant recognition. We invite you to use our logo and materials to get the word out about your program. We also encourage you to adapt our materials to suit your local needs. In this manual, we have included tips for working with the National Program Office to promote your program. We have also included sample materials from local programs, including brochures, newsletters, and invitations.

The National High School/High Program Office is here to help you achieve your goals.

What can the National Program Office do for you?

- The National Program Office can supply you with the national logo, videos, brochures, and folders that you can use to promote your program.
- You can work with the National Program Manager to develop community contacts and foster relationships with important program stakeholders.

- Many High School/High Tech Program Coordinators call upon the National Program Office for general letters of support* that can be used to leverage buy-in.
- The National Program Office staff has knowledge of many federal and state funding programs and can help you develop strategies for securing support.
- You can invite staff from the National Program Office to attend key stakeholder meetings or speak at events. In the event that National Program Office representatives are not available for an event or activity, they can usually identify someone from the community who can join you. Either way, it never hurts to ask!

**Note: The National Program Office is able to write letters of general support for you. You may use them appropriately. It is not appropriate for the National Program Office to influence directly a federal, state, or local level grant process by writing specific letters of support.*

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Sample Text from a Letter Welcoming a New Site to the National Program

June 23, XXXX

Ms. XYZ ZZZZ
Executive Director
ABC Foundation
1111 Wilshire Boulevard
Los Angeles, CA 90036

Dear Ms. ZZZZ:

We would like to welcome you to the High School/High Tech program. Thank you for your commitment to starting the High School/High Tech program in Los Angeles. We are particularly excited about working with you to develop ways in which high school students with disabilities can explore careers in the technical aspects of the entertainment industry. This represents a program first for us!

One main element of the High School/High Tech program is exposure. Students participating in your program will learn first-hand what it is like to work in the entertainment industry. Site visits, mentoring, shadowing, and paid summer internships all provide students with opportunities to learn more about technical careers. Through collaboration with the Los Angeles County Office of Education, students will also be encouraged to develop career goals and to take the academic preparation necessary to achieve their goals. Enabling students to work in a dynamic environment, see mentors at work, and plan a course for the future is the way we envision the Los Angeles High School/High Tech program's mission.

At the national level, we are committed to providing you with technical assistance, access to other successful program materials and activities, and letters of support. We will assist you in locating resources and organizations that will contribute to the growth of your High School/High Tech program. National Program staff are available to attend, in person and via conference calls, planning meetings, kick-off events and stakeholder meetings to help you promote your local program. We will invite your new site coordinator to attend our National High School/High Tech Training Conference in the winter of 2001. You are also invited to use our materials to promote your program.

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As your program grows, we would like general information about the status of the program as well as the number of students involved in your program, the activities in which they participate, and the companies and organizations that are involved with your High School/High Tech students. We are in the process of developing new program evaluation materials that will outline specific information and assist you with the process.

You will receive the evaluation materials early next year. In addition, monitoring successes is an important element in the continual improvement of the High School/High Tech program. We ask that you assist us in this process by providing information as requested by our staff. We would also appreciate any evaluations of the program which you might conduct.

We are very excited about the prospects of working closely with you. Expanding participation in the High School/High Tech program is a very high priority to us—both to enhance disability awareness of individuals throughout the world and also to supply high school students with disabilities opportunities in high tech fields. Please contact [..................] if you have any questions.

Sincerely,

XXX
Executive Director
National Program Office

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Sample Text from a Letter of Support from the National Office

May 12, XXXX

Ms. ABC XXXX
High School/High Tech Program Director
XYZ Organization
1111 Sherman Street
Denver, CO 80203

Dear Ms. XXXX:

We are very enthusiastic about your effort to establish the High School/High Tech Program in Colorado. We are impressed with the Colorado Business Leadership Network (BLN) that you have in place, and are confident that you will establish a thriving High School/High Tech Program. At the National Office, we encourage the integration of our programs at the state level. We are certain that your BLN membership will serve as a great resource for High School/High Tech.

Also, by implementing a High School/High Tech Program in Colorado, you are helping us toward our goal of establishing the Program in every state in the country. Currently, there are over 60 active sites in 16 states. Your program is the first in Colorado.

As a community-based program, each site represents a wealth of opportunity in the area. We know you have access to powerful partners in your community. We look forward to working with you and thank you for all that you have done to support the employment of individuals with disabilities. Please contact.... if you need further assistance.

Sincerely,

XXXX
Executive Director
National Program Office

National Program Office Goals and Requirements

As we work together to provide exciting opportunities for students with disabilities to pursue careers in science and technology, there are some things you should keep in mind. High School/High Tech serves over 1,000 students a year. Each student in a High School/High Tech Program should have the opportunity to participate in the following activities.

- Paid Employment Experiences
- Corporate Site Visits
- Mentoring
- Job Shadowing
- Workshops and Training

High School/High Tech programs should also encourage students to accomplish the following:

- Identify interest and potential skill in the sciences and technology;
- Engage in appropriate career planning, including counseling on course work and post-secondary education and training, and
- Understand assistive technologies and accommodations needed to optimize productivity in both school and work.

We recognize that not all High School/High Tech Program participants will engage in every activity we have outlined. It is important for us to know in which program elements your students are participating and the comprehensiveness of your program.

As a new program operator, you may wish to start out small. In the first year, you may decide to serve 5-10 students and offer them all the program components. As you grow, you can expand the program and include more students each year. You may also chose to offer students in your area a few of the program components. For example, some new sites choose to focus on site visits, mentoring and building career awareness in the first year. Starting out small is a sound strategy. It provides you with an opportunity to build awareness about your program and lay the groundwork for growth.

Program Highlights

At the National level, we have witnessed some incredible accomplishments. High School/High Tech Programs across the country are realizing the potential of the program and are teaching us new things everyday.

For example, High School/High Tech students in Albany, GA, taught us that the sky is no longer the limit, with the Butterflies in Space Experiment.

Butterflies in Space

Researchers at SPACEHAB (www.spacehab.com), BioServe Space Technologies and the Center for Micro Gravity Automation Technology, worked closely with the High School/High Tech students and teachers from Albany, GA, to create scientific experiments for the STS-93 Space Shuttle Mission. The students and researchers designed an experiment to learn what effects, if any, zero gravity has on the metamorphosis of a butterfly. The Albany, GA, school completed a simulation run prior to launch and participated in the actual loading of insects into the flight hardware. After setting up the Earth-based control experiment that was compared to the orbiting payload experiment, the students traveled to the Kennedy Space Center to view the night launch (the STS-93 launch was delayed and the students did not witness the actual launch which took place 2 days later.) The real-time results of the experiment were down-linked to the Internet for release to schools worldwide.

On May 4, 2000, the Albany, GA, students were honored at the Smithsonian's Air and Space Museum, at the Space Day 2000 event, where it was announced that the butterflies that hatched in the space experiment would be on permanent exhibit at the Air and Space Museum. Former astronauts John Glenn and Sally Ride were on-hand to recognize the accomplishments of the Albany, GA, students.

Because of the Butterflies in Space activities, we have witnessed incredible enthusiasm and support from major Georgia High School/High Tech stakeholders. Georgia High School/High Tech employers are deeply committed to the Program and have volunteered to assist the National Office in any way possible. Georgia's Superintendent of Schools is also a strong advocate for the High School/High Tech Program.

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In Florida, post secondary education is a major program priority. By design, community college representatives are included in the *Florida High School/High Tech Program* planning and development processes. The strategy seems to work; most of *Florida's High School/High Tech* seniors pursue post secondary education.

August XXXX

ABC YYYY
Project Director
Florida High School/High Tech
1111 N. Cocoa Blvd.
Cocoa, FL 32927

Dear Ms. YYYY:

Brevard Community College supports the career and academic development of students with disabilities in the fields of science, engineering and technology through the High School/High Tech Program. This program supports the college mission to provide accessible, affordable, high-quality post-secondary education that prepares students to enter the job market; transfer to senior universities; meet civic responsibilities; or assist them in achieving their professional and personal goals.

Brevard Community College will welcome the first graduates of the High School/High Tech Program in the Fall XXXX semester, and we look forward to their contributions to the college community. Likewise, Brevard Community College will help further the High School/High Tech Program by continuing to encourage and support students with disabilities to explore the career fields of science, engineering, and technology.

Currently, Brevard Community College has made available campus facilities for meetings, workshops, tours, and services of the Office for Students with Disabilities to the High School/High Tech Program. The college will continue to make available these resources and will strive to accommodate the needs of these students where appropriate. In addition to the existing college support for students, career search and placement services are available from the Job Link Centers conveniently located on or near the campuses.

We look forward to hosting the first High School/High Tech graduates as they embark on their college education. Please let us know how we can enhance their education experience.

Sincerely,

XXX XXXX
District President

Students in the Pittsburgh, PA, High School/High Tech Program participate yearly in the For Inspiration and Recognition of Science and Technology (FIRST) Robotics Competition. FIRST immerses high school students in the world of engineering by teaming students and engineers from industry and academia together to design and construct a "champion robot." Supported by major corporations, the Tech Link student team received first place at the 1999 Mid-Atlantic Regional Competition and 12th place at the 1999 FIRST National Championships. Tech Link students traveled to Walt Disney World's Epcot Center in Orlando, FL, to compete nationally.

In Cleveland, OH, students participate in several site visits during the school year. *Cleveland-area High School/High Tech* students are clearly one step closer to identifying and defining their career goals and interests after visiting all of these exciting places:

WENZ-FM 107.9

Topic: Radio Station Production and Programming.

Students toured Cleveland's Alternative Rock radio station. They learned how changing technology affects the operation of a radio station.

EDR/Beachwood Studios

Topic: Audio and Video Production.

Students learned what producing radio and TV commercials involves.

Bureau of Criminal Investigations

Topic: Forensic Science.

Students toured the crime investigation lab and learned about the chemistry, biology, physics, and psychology used to solve crimes.

Rockefeller Park Greenhouse

Topic: Horticulture.

While visiting Cleveland's flower gardens, students participated in hands-on activities that taught them how plants propagate and what it takes to create city gardens.

Boeing Aerospace and Neutral Buoyancy Laboratory

Topic: Aerospace Design.

Students learned about the science and technology used by engineers to build equipment for space shuttles and the space station.

National Weather Service Center

Topic: Meteorology.

Students worked with meteorologists to learn about the computers and instruments used to predict weather.

Museum of Health and Medical Science

Topic: Human Body.

Students toured the human body through life-sized exhibits and watched a human organ dissection.

NASA Johnson Space Center

Topic: Space Travel.

Touring mock-ups of the space shuttle and international space station, students learned about aeronautics and space travel.

Genesis, Inc.

Topic: Introduction to Aquaculture.

A 40,000 square foot indoor facility with hatcheries, nurseries, and a fresh water purging tank gave students insight into how Genesis, Inc. breeds and grows prize winning fish for international sale and distribution.

Direct Design

Topic: Graphic Design.

Visiting the designers of NFL, Bass Pro, and other labels gave students a sense of how clothing lines are created and finished.

Paid summer work experiences round out the High School/High Tech year. High School/High Tech students have worked as computer software developers, market research specialists, aircraft assemblers, veterinary assistants, web developers, computer hardware technicians, market researchers, graphic designers, laboratory assistants, editors, and network engineers.

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Here's a list of company/internship partners for select High School/High Tech sites:

Cedar Rapids, Iowa

Bentley Manufacturing
Big Behr Design
Brain Engineering
Crest Information Technologies
Direct Design
Entre Information Systems
Executive Construction
Genesis
Grant Wood AEA
Howard R. Green
Intermec/Norand
LiveWare 5
Manpower
MCI
Metamor, ITS
MSI Mold Builders
Norwest Banks
Parsons Technology
Performance Concepts REACT Center
Primus Construction

Blacksburg, VA

Concept Software Corporation
Crop Tech Development Corp.
Durability Inc.
Interactive Design & Development, Inc.
National Weather Service
Phoenix Integration Inc.
Recognition Research Inc.
The Virginia Tech Cave
Virginia Tech Library Service, Inc.

Fairfax County, VA

American Management Systems Inc.
Collins International Service Company
Computer Systems Development Corp.
Dewberry & Davis
EG&G Dynatrend
Fairfax County Consolidated
Gannett Offset Printing Services
Herndon Web Services
Logistics Management Institute
Marriott Corporation
Meridian One Corporation
Navy Federal Credit Union
Riggs National Bank
Rite Aid
The Orkand Corporation
U.S. Fish and Wildlife Service

Prince George's & Montgomery Counties, MD

Advanced Technology Research Corp.
Adventist Health Care
Bechtel Foundation
The Boeing Company
The Boeing Company-Eng. Service
Computer Data Systems, Inc.
CTA Incorporated
Hughes Applied Information Systems
Litton-Amecon Division
Lockheed Martin Missions Systems
Loral Aerosystems
NSI Technology Services Corporation
Ogden Logistics Services
Unisys

Bibb County, GA

Boeing Company
Bibb County Board of Education
City of Macon
Disability Connections
DRS
Georgia Music Hall of Fame
Macon Technical Institute
Mayor's Commission on Disability Issues
Middle Georgia Consortium

Albany-Dougherty County, GA

Albany Herald
Albany State University
Albany Technical Institute
Albany Transit Service
Cellofoil
Darton College
Dougherty School System
FOX31 TV
Palmyra Medical Center
Pepsi-Buffalo Rock
Phoebe Putney Memorial Hospital
WALV TV

San Jose, CA

Adobe Systems
Advanced Micro Devices
CoSine Communications
Hewlett-Packard
IBM
Silicon Graphics
Software Development Forum
Studio FX

destinations

components of high school/high tech

This section takes readers on a tour of High School/High Tech "destinations." It describes the program components that High School/High Tech itineraries typically include. Here you'll find suggestions for school-based and community-based activities, advice for planning and developing destination activities, and examples of exemplary activities developed by High School/High Tech programs nationwide.

With strong partnerships and solid leadership in place, your High School/High Tech journey can take you and your participating students to *destinations* that are limited only by your creativity and imagination! Whether participants are heading down the hall to a school computer center or science lab, or traveling across town to a university campus or industry worksite, each destination should be carefully chosen to inform, enrich, stimulate, and motivate.

Just as every travel itinerary should be tailored to the traveler's needs, every High School/High Tech program should be ***tailored to participating students' interests and needs***. As part of the planning process, your program staff and local advisory committee should set goals and create a vision that will guide the selection of program components. Most High School/High Tech programs incorporate a mix of school- and community-based components.

Think creatively when planning your program components. Choose activities that make the most of your community's resources and that provide students with the widest possible range of experiences.

When you start developing your High School/High Tech program, you may choose to include only one or a couple of program components. As the program's success becomes evident and your network of partners grows, you likely will want to add new program sites and more varied components. In order to be viewed as a fully developed High School/High Tech Program by the National Program Office, you must serve students in paid summer internships. We encourage you work with the National Program Office and other established sites toward becoming a fully developed High School/High Tech Program. With carefully planned and measured growth, you will be able to meet students' needs in more ways than you might have thought possible.

Be sure to build ***program evaluation*** into your plans from the outset. Evaluate the individual program components and the program as a whole, and then refine and expand as appropriate. (For further information, see Section 7, Program, Monitoring, Evaluation, and Reporting.) Let your program leadership and local advisory committee guide the program's evolution—but also encourage flexibility so that you can take advantage of opportunities as they arise for your students.

Program Components

School-Based Activities

School-based activities are fundamental to the High School/High Tech road map. They provide a home base for students and engender involvement from teachers, counselors, and other personnel. In addition to encouraging students to take appropriate coursework and become involved in extracurricular school activities, many High School/High Techs offer a menu of workshops and seminars that help students to better understand high tech career options, learn about higher education, and enhance their job finding skills.

Coursework

High School/High Tech encourages students with disabilities to go on to college or training programs that prepare them for high tech careers. This process must ***begin early*** in the student's high school years, if not earlier. Your High School/High Tech program can play a critical role by helping students to choose the ***right*** classes and get on the academic track to college and careers.

Communication with school guidance counselors, work-study coordinators, math and science teachers, and other school personnel is essential. Likewise, workshops and seminars can help students and their parents to understand which courses to choose, as well as how to work toward their academic and career goals (see Workshops and Seminars below).

Extracurricular School Activities

Many high schools have extracurricular activities, such as science, math, and computer clubs, or students may participate in math or science "challenge" competitions that provide opportunities to learn about and become involved with high tech subjects. These activities provide ***natural ingredients*** for High School/High Tech programs.

You may also work with teachers or guidance counselors to encourage High School/High Tech participants who have not previously been involved in such extracurricular activities. Any reluctance to participate may be quelled with a little creativity. For example, a High School/High Tech student may be paired with an active science club member who could provide information, make introductions, and help the newcomer to feel comfortable.

Workshops and Seminars

Workshops and seminars held after school or on weekends are mainstays of many High School/High Tech programs, offering participants focused information about high tech careers, guidance in college planning, and a chance to develop work skills. Held individually or as part of a year-round series, these programs may focus on specific activities such as resume writing, or they may feature guest speakers representing colleges or employers, discussion groups with guidance counselors, and other activities. Workshops and seminars often are held at the school, but consider the possibility of holding them at worksites, colleges, or other community locations as well. Often, it may be appropriate to invite parents to attend with the High School/High Tech participants.

Before the school year begins, ***develop a calendar*** of workshops and seminars with input from your local advisory committee. A well-rounded schedule might include one event per month from September through May. Be sure that the topics, speakers, and formats are diverse enough to pique students' interest and generate attendance. Generally, the topics should include each of three basic content areas: ***academic enrichment***, information about ***college and careers***, and ***motivation***. Your local advisory committee should serve as a great source of ideas for topics and presenters, although it will be your responsibility to take the ideas from concept to reality.

Workshops and seminars require careful planning and coordination. Allow as many as 30 to 40 hours to prepare for each event. This includes time for visiting the event site, conducting an accessibility check, contacting participants, arranging for transportation and other details with the school district, preparing agendas, arranging meals, writing news stories for publicity, and making signs and name tags. The work should be delegated as much as possible to an assigned event team.

Use your imagination when developing workshop and seminar topics! Some "tried-and-true" topics include:

- Introduction to High School/High Tech
- Science, math, technology, and engineering career opportunities
- Study skills
- SAT preparation
- College opportunities
- Finding financial aid
- Goal setting
- Tips for preparing successful college applications
- Resume writing
- Introduction to internships and summer employment
- Making the most of your internship or summer employment experience
- Succeeding in internships or employment (working with a supervisor, attendance, appropriate attire, etc.)
- Computer literacy & access

Depending on the event's purpose, possible presenters or program participants include:

- High school counselors
- High school math, science, or other teachers
- University, college, or training institute faculty members
- University or college admissions or student affairs representatives
- Business or industry representatives
- Government representatives
- Representatives of community agencies that are concerned with disability rights and services
- High tech professionals with disabilities
- Recent High School/High Tech graduates
- Student organization representatives

Planning a Workshop or Seminar

Careful planning is the key to success, whether you are embarking on a vacation voyage or preparing for a High School/High Tech workshop or seminar. When planning a High School/High Tech event, think carefully about your goals, expected outcomes, and logistics. Consider forming an event planning committee and solicit advice from your program's local advisory committee, prospective presenters, and High School/High Tech students who will participate in the event. Also take a few minutes to answer the following questions:

Goals and Objectives:

- What is the primary goal of the event?
- What are the learning objectives?
- What is the expected outcome of the event?
- Who is the intended audience?

Program Format and Content:

- What program format is most appropriate to achieve the event goals and objectives? Should the workshop or seminar feature a single speaker? A series of speakers? A panel discussion? A small group discussion?
- Who are the most appropriate speakers/presenters?
- Who will invite the speakers/presenters to participate?
- Who will lead or facilitate the workshop or seminar?
- What items will the agenda include?
- How much time will be needed for the entire event and each portion of the event?
- What is the best sequence for presentation?
- Will the agenda include time for students and other participants to socialize and network?

Logistics:

- What budget is available for the event?
- When will the event be held? What time of day and day of the week is most suitable?
- What type of environment is most appropriate for the event?
- Where will the event be held? Will you need to reserve meeting space?
- Are the building and room accessible and can the temperature be controlled?
- Is accessible parking available?
- Will sign language interpretation be needed?
- Will workshop or seminar participants require transportation assistance?

Materials and Supplies:

- What resources will the speakers or participants need (audiovisual equipment, sound system, flip chart, chalkboard, handouts, photocopying)?
- Will materials in alternate formats, such as Braille or large type, be needed?
- Will name tags, table tents, and signage directing participants to the meeting room be needed?
- Will lunch or refreshments be provided?

Other Issues:

- How will the event be publicized to students and other participants?
- Who will be the contact person for questions and reservations?
- How will the event be evaluated?

Community-Based Activities

The true sign of a High School/High Tech project is the experiential component that takes students out of traditional learning settings and into the community. These community-based destinations may include any combination of business and industry site visits, field trips, mentoring experiences, job shadowing, internships, and summer employment.

Site Visits

Visits to research facilities, manufacturing plants, offices of high tech companies, and other community venues offer students the opportunity to learn about high tech careers and ***real-life work environments***—even if the visit is scheduled only for a few hours or a day. These visits can be especially enriching and motivational for students. For example, talking with a company employee may spark a student's interest in a particular occupation, while seeing a research lab in action may help another student to develop a better overall understanding of science careers and investigation methods. As an added benefit, contact with host organization representatives can be an entre´ to strong, lasting relationships that result in internships or other enrichment opportunities for students.

The itinerary for any site visit depends on students' interests and the host organization's programs or facilities. Possibilities include tours of high tech facilities, career workshops at companies' headquarters, behind-the-scenes visits to museums, and presentations at universities. Work closely with the host organization representative to develop a clear understanding of expectations and intended outcomes. Although the visit may involve only a few hours of time, it is crucial to consider such questions as:

- What are the goals and learning objectives of the visit?
- Will the visit be interesting and enriching for students?
- How is the visit relevant to high tech careers?
- How will the visit mesh with other program components?
- What will the visit itinerary include?
- How much time will be required from departure to return?
- How many students can attend?
- Will students need to bring lunches?
- Will refreshments be provided by the host organization?

- Will overnight accommodations be required?
- Is the facility to be visited physically accessible?
- What type of transportation will be used?
- How many adults should accompany the students?
- How will you evaluate the success of the visit?

The possibilities for High School/High Tech site visits and field trips are endless. Open your eyes to the options in your community or region, and be sure to tap into your local advisory committee for ideas. Examples of venues visited by High School/High Tech programs nationwide have included:

- Medical technology facilities at hospitals
- Science and natural history museums
- Planetariums and observatories
- Aerospace firms
- Medical instrument manufacturing companies
- Electric utility companies
- Bank data centers
- Chemical manufacturing plants
- Biomedical research firms
- Agricultural research facilities
- Marine research facilities
- Technology training institutes
- Universities
- NASA space flight facilities
- Large libraries
- Private research and development laboratories
- Government laboratories and research facilities

Job Shadowing

High School/High Tech can play a critical role in career exploration for students with disabilities by providing an array of job shadowing experiences in technology-driven worksites. Job shadowing is a bit more involved than a site visit. It allows the student to spend a concentrated period of time observing (shadowing) a professional, or team of professionals. In some cases the student may even be given an opportunity to try his/her hand at specified tasks, under the close supervision of the assigned host. The intensity and duration of each job shadowing experience will vary tremendously, depending on the student's school schedule, parameters of the host site, and the type and extent of products expected of the student, such as logs, observation notes, reports, projects, and so forth.

When setting up job shadowing experiences, be sure to delineate for all parties involved the expectations of the activity. Remember, job shadowing is a valuable way for a student to gain closer insight into a particular technical job, or aspect of that job.

A Few Words About Student Supervision

Whether your program participants are visiting a high tech lab, taking a behind-the-scenes tour of a museum, or visiting with employees at a corporate workplace, it is recommended that program staff or chaperones accompany students during the enrichment activities. To ensure their safety and to maintain good relations with the host organization, students should be supervised throughout the visit and until they are safely on their way home.

Mentoring

Mentoring is another avenue for enriching students' high school experience. In a mentoring situation, professionals serve as career advisors to students, working with them one-on-one to provide guidance, advice, and often lasting friendships. Mentors can be co-workers or supervisors, former High School/High Tech participants, college professors, former teachers, or work experience supervisors. Mentors need not be people with disabilities, although a mentor with a disability would provide a unique perspective to which the student might relate.

Mentoring relationships provide valuable support to students to build skills, confidence, initiative, and responsibility. Mentors wear many hats including:

- Role model
- Guide
- Constructive critic
- Responsive adult
- Coach
- Advisor
- Instructor
- Advocate

Characteristics of an Effective Mentor

Know what qualities to look for in helping students to choose their mentors. An effective mentor is a person who:

- Conveys and reinforces expectations
- Respects individual preferences, abilities, and choices
- Provides clear and consistent support
- Gives fair, honest feedback
- Listens openly rather than passing judgment
- Provides direction and guidance to the student

Paid Summer Internships

Site visits, job shadowing, and mentoring are all important High School/High Tech destinations, but paid internships have the greatest impact on students. The paid internship component also defines the High School/High Tech Program and sets it apart from other school-based activities and programs. Internships help students to develop skills, meet professionals in varied occupations, gain invaluable work experience (and sometimes permanent employment), and learn about high tech career opportunities—all while earning a stipend for their contributions to the organization.

Internships Defined

High School/High Tech students should have the opportunity to participate in paid summer internship experiences. Most internships take place between the junior and senior years of high school, although some students are ready to work in internships as early as the sophomore year. Internships usually take place during the summer months, but some students work during winter or spring vacations, on weekends, or after school. The internship duration varies, depending on the number of hours worked each week and the student's and internship supervisor's preferences. Ideally, the student should work a total of at least 25 hours per week during the course of the internship, for a minimum of six (6) weeks.

Internship Goals

- Help the student to develop or confirm a high tech career goal in an area that matches his or her interests
- Increase the student's self-esteem as a worker
- Develop the student's awareness of work culture expectations in business or industry environments
- Help the student to determine the type and level of education/training he or she will need after high school
- Give the student an opportunity to learn new skills and gain work experience

Selection of an internship should be made by the student, in consultation with the High School/High Tech Program coordinator. When helping students to identify and select internship opportunities, remember that the quality of the work activity is more important than the quantity of work experience. Ideally, students work at the employer's worksite, although telecommuting from home may be a viable option in some situations.

Here are some of the exciting places that High School/High Tech students have worked and the positions they have held:

Employer	**HS/HT Student Position**
MCI Worldcom	Computer Support
Live Wave5	Web Developer
Entre Information Systems	Marketing Research
CR Tech Department	Computer Support
Concept Software	Software Development
Durability	Materials Processing and Development
IDD (Interactive Design Development)	Interactive Multimedia
Phoenix	Computer Aided Design
Recognition Research, Inc.	Software Technology
VT Cave	Virtual Reality
Albany Herald	Photography/Graphics
NASA	Computer, Administration & Engineering
National Weather Service	Monitoring Systems
Florida Institute of Technology	Assisted Physics Professor
Marine Resource Center	Lab & Field Activities
Space Coast Press	Editing, writing copy, and photography

Below are some questions you will need to ask when establishing and maintaining paid summer internship programs:

❖ **How will you fund your paid summer internship program?**

Funding of internship programs can be a challenge, and considerable time and effort may be needed to secure adequate funding. Typically, programs are funded by multiple sources, which may change from year to year. Possible sources of funding include Workforce Investment Act (WIA), stipends from the employers, wages paid by employers, United Way, non-profit organizations, and federal, state, and local grants dealing with workforce development, special education transition, career education and youth employment.

✧ How will you develop work opportunities?
When looking for summer placement sites, consider contacting large organizations or government agencies that eventually may be able to offer paid employment to more than one student, organizations that have been involved with other aspects of High School/High Tech (for example, by participating in your local advisory committee, hosting a worksite visit, or speaking at one of your workshops), and organizations with which project staff may have an existing relationship. Also, bear in mind that your funding sources may stipulate specific parameters of summer internship sites.

✧ How will you select students for each employment site?
Establish your requirements for paid summer internships. For example, will you require each student to have completed the junior year, participated in other High School/High Tech components, toured the worksite, prepared a resume, or completed specified forms (applications, interest surveys, etc.)? Also consider whether or not students will need to interview with the employers. Some High School/High Tech projects have decided not to allow employers to interview and select students because this process can prove to be logistically difficult, especially as the summer internship component grows. In lieu of interviews, project staff might assess each student's interests and logistical situation, and then (with the student's input) make assignments.

✧ How will you orient students?
Project staff should orient students to the goals and expectations of the summer internships, and introduce them to their summer employment assignments. Consider developing a handbook for students and holding a seminar to discuss your summer employment program before assignments are made. You might also arrange for students to meet their supervisors at the

worksite before the internships begin.

❖ **Will you be involved in providing transportation?**

Some High School/High Tech programs offer paid summer internship participants transportation. This may be particularly important if public transportation is not an option. If you decide to provide transportation, be sure to include it as a line item in your budget. However, this is one area where it is important to empower students to find the best mode of transportation for themselves. This is a step toward increased independence.

❖ **How will you handle liability issues?**

Safety and liability are major concerns of all partners in any community-based work experience program, and High School/High Tech is no exception. Liability laws and coverage will vary across different jurisdictions, and from company to company. Coverage will also vary according to the type of experience, such as job shadowing and site visits, volunteer positions, internships, and actual employment (at prevailing wages). Therefore, it is critical that the program coordinator research these issues locally. A good place to start? For work experiences that will occur during the school year, contact your school district's administrator responsible for school-to-career activities and/or cooperative work experiences. These individuals are extremely well-versed in this area. For summer youth employment programs outside the realm of the school system, you may want to develop agreements with local companies or look into an umbrella policy through your organization. Again, should you encounter any confusion or uncertainty, do not hesitate to contact the National Program Office for assistance.

❖ **How will you monitor students' progress and evaluate the success of the summer internship experience?**

The frequency and intensity of student monitoring is a function of the students' feelings of self-confidence and need for instruction, the employers' satisfaction, and the judgment of the summer staff. At a minimum, ask each student or supervisor to complete a weekly activity report. At the completion of the internship or summer employment, ask each student and supervisor to complete a form evaluating the overall summer employment experience (see model forms in Appendix II).

Benefits of Paid Summer Internships

Paid summer internships, in high tech settings, can have a positive and lasting impact on students' self-perceptions and career development. Moreover, summer employment programs can help students to develop ongoing ***relationships with employers*** that may become involved your High School/High Tech project in other ways, such as serving on your local advisory committee.

Benefits for Students:

- Learn skills, including computer skills, that are directly related to high tech jobs.
- Gain self-confidence.
- Earn a paycheck, often for the first time, and learn to manage money earned.
- Gain an understanding of the benefits of work and how their effort contributes to a larger goal.
- Learn to use public transportation or to travel independently.
- Develop a resume and obtain recommendations.
- Learn about the importance of punctuality, appropriate attire, and professional behavior.
- Establish relationships that may lead to internships and permanent or future employment.
- Meet people with disabilities who are successful in their careers.
- Receive feedback from supervisors and co-workers about college choices and future training plans.

Benefits for Employers:

- Provide assistance for permanent staff on projects.
- Undertake projects postponed for lack of time and/or staff.

- Develop an awareness about the potential for students with disabilities to be successful, productive workers.
- Increase the organization's overall comfort with persons with disabilities.
- Improve understanding of reasonable accommodations in the workplace.

Benefits for School Personnel:

- Increase awareness about the capabilities of students with disabilities.
- Gain information about individual students' skills and achievements.
- Develop a better understanding of the academic and work-related requirements of the business community, particularly high tech employers.

(Source: Goddard/NASA Space Flight Center/UCP Prince George's & Montgomery County-MD)

Road Map for a Successful Paid Internship Program

No two High School/High Tech paid internship programs are alike, but the following steps should be considered on the road to planning and implementing your program:

- Work with your local advisory committee and employers in the community to identify viable worksites.
- Identify students who will participate.
- Advise students of the paid internship opportunities, and help them to select options they will find stimulating and relevant to their interests. Remember that the quality of the work activity is paramount.
- Educate work supervisors about the High School/High Tech program and the goals of the internship or summer employment program. This might be accomplished through one-on-one meetings with the employers or by holding a breakfast meeting, for example.
- Ask the student, his or her parents, and the employer to complete a letter of agreement specifying the terms of the internship or summer employment (see model forms in Appendix II).

- Arrange for funding of stipends and payment of stipends to students. Stipends may be paid by the employer who is then reimbursed, or paid by the organization administering your local High School/High Tech Program.
- Communicate with the employer and student during the course of the internship or summer employment to monitor the student's progress and satisfaction. A work log (see Appendix II) could be used to gather information about weekly activities.
- Celebrate the students' accomplishments and employers' contributions. For example, host an appreciation breakfast or lunch to recognize and thank the students and employers.
- Send thank you letters to key personnel at the worksites and encourage students to send letters as well.
- Develop methods to evaluate each internship or summer employment experience from the student's and the employer's perspective. Evaluation data could be gathered using student/employer evaluation and feedback forms (see model forms in Appendix II).
- Analyze the evaluation data and make changes or improvements where needed.

SITE HIGHLIGHT

The Goddard High School/High Tech Senior Year Experience

The Goddard Space Flight Center High School/High Tech Program in Maryland offers a "senior component" to further develop high school seniors' interests and skills in the Internet and computer technology. The summer before the senior year, students have the opportunity to work for pay at prestigious federal government agencies and high tech firms, and many of them demonstrate outstanding Website design skills, Internet skills, and hardware skills. By the end of the summer, some are capable of troubleshooting and computer repair at a competitive level.

The program's senior component allows students who want additional experience to volunteer during the senior year. Those with Website development interests may apply their skills while working with Web programmers at service and nonprofit agencies. Other seniors may volunteer to work under the tutelage of experienced hardware technicians to refurbish and repair computers that have been donated to High School/High Tech schools. Both options enable the students to develop their skills further while giving back to their communities.

SITE HIGHLIGHT

Georgia High School/High Tech Project

What a thrill for students participating in the *Georgia High School/High Tech Project* – they joined forces with the Florida High School/High Tech participants to witness the launch of John Glenn's second historic space flight! They have had numerous opportunities to talk firsthand with representatives of corporations who conduct business with NASA, the Georgia Business Leadership Network, and a number of Fortune 100 companies.

Students have been able to receive computer training in an accessible lab funded by NASA through a collaborative grant from Savannah State University and the Georgia Committee on Employment of People with Disabilities. Corporations and government agencies, such as the Muscogee County Board of Education, AFLAC, Cello-Foil, WALB-TV, and many others have provided students with summer internships.

SITE HIGHLIGHT

Montgomery County Virginia High School/High Tech

Everyone has heard of the National Weather Service, but do they know that its office in Blacksburg, Virginia has established a High School/High Tech project there, in collaboration with the Montgomery County (Virginia) School Systems and the Virginia Tech Corporate Research Center?

Students in this project site have participated in some exciting and diverse high technology internships. Imagine getting to work for a computer engineering virtual reality lab and designing Websites! Or assisting meteorologists in conducting analyses of severe weather events. Or how about incorporating sound and music into a company's software presentations? These are just a few of the opportunities that have been developed for high school youth with disabilities in this rural region. And to top it off, many of these students are heading on to college – something many thought impossible!

SITE HIGHLIGHT

Florida High School/High Tech Project

Living in the home state of NASA has been a golden opportunity for students in the *Florida High School/High Tech Project* to explore the exciting world of careers related to the aerospace industry. In addition to witnessing John Glenn's historic second launch, they hosted students from other states for the Space Congress and "Meet the Astronauts" panel discussion, rode a bus up onto the shuttle launch pad, attended NASA briefings by the shuttle crew after their return, participated in a workshop sponsored by the National Oceanographic and Atmospheric Administration (NOAA), and attended the launching of a weather satellite.

Florida High School/High Tech has also put a heavy emphasis on summer internships and post secondary education. Several students are interning at NASA and attending Brevard Community College, Florida Tech, and Georgia Tech. Another exciting program feature is in the works: a Summer Peer Mentoring Program. The Florida Department of Vocational Rehabilitation has been instrumental in helping many of these students receive career guidance, scholarship information, and tuition assistance.

Destination Planning Checklist

As you plan your HIGH SCHOOL/HIGH TECH destinations (i.e., your program components), consider the following general criteria. Program components should:

- Enable students to explore individual interests and potential in science and technology careers.
- Encourage students to aim for a college degree.
- Help students become aware of career paths and career opportunities in a particular field.
- Provide strong adult leadership at the program component location.
- Expose students to positive role models and mentors.
- Be located in a safe, accessible facility and provide reasonable accommodations for students.
- Offer hours that are convenient to participating students' schedules.
- Be conveniently located, and offer parking for students or be accessible by public transportation.

Program Organization & Structure

Supposed you are entertaining the notion of taking a much-needed vacation to a nice resort. That's all you know at this time: somewhere nice. Now let's say you begin doing a bit of research on the resorts. Mountain getaways, island paradises, spiritual retreats, sporting competitions, luxury accommodations, outback camping. The range of potential environments is vast. And within each of these types of environments is a myriad of choices from less expensive to out-of-sight expensive. Each site may share commonalities...but naturally they will all be uniquely organized and structured.

This is exactly what the National High School/High Tech Program values in the replication of its models nationwide: sites that will share the core mission and vision set forth by the National High School/High Tech Office while developing ***unique character that reflects local communities, their citizens, and their industries***. The freedom to find and showcase original approaches to partnerships, funding, program activities, and staffing is what continues to make High School/High Tech such a vibrant and exciting model.

The Relationship Between the National High School/High Tech Program Office and Local Programs

The primary role of the National High School/High Tech Office is to promote the establishment and healthy operations of model sites in diverse communities across the country. The National Office supports each site as it moves through stages of development, from initial start up to establishment of key partnerships, identification and securing of funding sources, program delivery, promotion and marketing activities, and all the way through celebration of outcomes.

While the National Office may, from time to time, have access to seed money that can be used to help support individual sites, its most important role is assisting local site leadership in providing technical assistance. The National Office also has a role in identifying resources available from federal, state, and local grant-making institutions, private foundations, and—where feasible—through school systems and state vocational rehabilitation agencies. The National Office is positioned to help local sites by sending ideas, and letters of support, for applications to various funding agencies. The National

Office can also identify potential opportunities for leveraging resources, that is, using available funds from one source to encourage a contributed or matched share from another.

The National Office also collects important descriptive information from each site, such as data on activities, partnerships, and student outcomes. This information, in turn, is used to further promote the project and to encourage potential funding sources to commit to financial support of local sites. In essence, the National Office functions as a clearinghouse and conduit among diverse sites.

This arrangement is intended to foster, and indeed encourage, the ***uniqueness*** and ***autonomy*** of High School/High Tech operations at state and local levels. Unlike many national programs that are tightly controlled both fiscally and programmatically by their national headquarters, the National High School/High Tech Program Office is delighted to see the creativity and exciting outcomes generated by individual sites, due to local initiative. Perhaps a theatrical analogy is appropriate here. Consider your local project site to be the High School/High Tech star performers—the ones onstage. The National High School/High Tech Office provides the backstage support and technical assistance. Everyone has different contributions—all critical to the overall success of the performance!

Examples of Organizational Structures from Selected Sites

The following are several examples of the unique organizational structures of several High School/High Tech sites.

State: Georgia ***Project Name:*** *Georgia High School/High Tech*

Year Established: 1999

Description: Statewide Program serving counties and schools throughout Georgia

Lead Administrative Entity: Georgia Committee on Employment of People with Disabilities

Key Partnerships: Local collaboratives including representatives from school boards, Chamber of Commerce, Division of Rehabilitation Services, advocacy organizations and community action groups, and employers.

Funding Sources: NASA; Georgia State Departments of Education, Human Resources and Labor; Georgia Division of Rehabilitation Services; Georgia Governor's Council on Developmental Disabilities, and National High School/High Tech Office.

State: Florida ***Project Name:*** *Florida High School/High Tech*

Year Established: June 1995 (Brevard County); July 2000 (Statewide)

Description: Brevard County, Florida

Lead Administrative Entity: Statewide Administrator supported by the Able Trust.

Key Partnerships: Brevard County: Brevard County School Board; Local Office of Vocational Rehabilitation; NASA; Brevard Community College (Office of Students with Disabilities); Cocoa Beach Area Chamber of Commerce, and local employers. Statewide: Able Trust; NASA; National Center for Simulation, IBM; Community Colleges in Gainesville and Orlando; University of Florida, and Florida Tech.

Funding Sources: Brevard County: Grant from NASA (administered by Space Coast Center for Independent Living), and Workforce Development Board. Statewide: Grant from Able Trust.

HIGH SCHOOL • HIGH TECH

State: Virginia **Project Name:** *Montgomery County Virginia High School/High Tech*

Year Established: 1998

Description: Montgomery County, Virginia

Lead Administrative Entity: National Weather Service Office, Blacksburg, Virginia

Key Partnerships: National Weather Service; Virginia Tech University Corporate Research Center; Montgomery County (Virginia) Schools, and local employers.

Funding Sources: National High School/High Tech Office.

how to launch a local project site

Each of the more than 60 High School/High Tech projects operating throughout the U.S. is unique and reflects the diversity of students served within its community, as well as the tremendous diversity of industries and educational resources available. Subsequently, the manner in which individual projects are funded, developed, and launched is also unique. The following section is intended to identify key components of a rollout strategy for new projects. Bear in mind these components may occur in different sequences.

Identify the Spearheading Entity

Who is spearheading this new initiative? What agency, organization, group, or individual has caught the High School/High Tech spirit and wants to champion the development of a local project? This may be a particular company, a vocational rehabilitation office, a school system, a governor's office, a teacher, a governor, an advocacy group, a trade association, a non-profit agency, and so forth. While this entity may or may not ultimately be responsible for actually operating the program, its involvement in the initial and exploratory phases is critical. Think of the "spearheading entity" as the starter to the ignition - the one who markets the idea to others and enlists enthusiastic support from key collaborators. That person may be you!

Representatives from the spearheading entity will work closely with the National High School/High Tech Office to navigate the development process. The role of the National Office is to provide technical assistance in any way possible.

Articulate a Preliminary Vision

It is important that the spearheading entity identify a preliminary vision for the new site. What schools and students will be targeted for participation? What activities will these students be involved in? Which other partners should be recruited? Again, the National Office staff can provide guidance in developing this vision.

Identify Local Project Leadership

The spearheading entity and the National Office will jointly identify the leadership of the emerging project, that is, the organization that will be responsible for administering all phases of the program, from start-up to operations. Again, a lead organization may be any one of the groups mentioned above. In some cases, a consortium of organizations may enter into a Memorandum of Understanding (MOU) outlining their shared leadership roles. (See Appendix II for a sample MOU).

The lead organization will designate a project coordinator who, with the support of the National Office, will be responsible for:

- Identifying potential high tech industry partners.
- Establishing a local advisory committee.
- Identifying funding sources and developing a project budget.
- Identifying program activities.
- Developing timelines.
- Coordinating logistics and guidelines.
- Marketing the program to school personnel, students, and families, as well as to companies and the community at large.
- Recruiting and training project staff.
- Monitoring all aspects of program delivery.
- Conducting program evaluation activities.

What characterizes an ideal High School/High Tech program coordinator?

Clearly, an effective program coordinator for this innovative project must be an energetic individual who believes passionately in the program's mission. The person in this role must also be someone who develops and nurtures partnerships exceedingly well, and is comfortable articulating program goals to business representatives, school system personnel, advocacy groups, youth, government agencies, and other key players. A healthy measure of creativity is also a must!

Identify Potential High Tech Industry Partners

Compile a comprehensive listing of the corporations and small businesses that exist in your state and in the local community in which you plan to set up your project site. Your local library will have mechanisms for searching databases related to area businesses. Of course, your chamber of commerce and other business groups will be able to assist you. Review industry and trade publications, and be sure to peruse the business section of your local newspapers.

Often we simply are not aware of the incredible business activity that is taking place right in our own backyard. Technology has spurred remarkable growth in the development of myriad small and mid-sized companies. Exciting opportunities are not just found in the large well-known corporations. The more companies you can identify early on, the more ideas you will get for High School/High Tech activities, and the greater the pool of potential business partners will be.

Establish a Local Advisory Committee

Never underestimate the value of a strong, dynamic advisory committee! This group, if well-constructed, will be a powerhouse for your project – and an indispensable resource for the program coordinator. Advisory groups may look radically different from one another, depending on the organization. They may be highly formal, with detailed by-laws, policies and procedures – or very informal in nature. We recommend that the advisory committee for your High School/High Tech program be somewhere in the middle, that is, have a well-thought-out membership, clear mission and goals, and a clear operational structure.

Membership

The composition of your membership should include an array of important stakeholders, such as representatives from business, higher education institutions, labor organizations, school systems, advocacy groups, the local chamber of commerce, and state/local government. Whenever possible, it is a great idea to have students and parents represented on the committee. Employers should represent the largest percentage of your membership, for obvious reasons. They are the employment and training experts! They will know the inside scoop on various industries, including workforce needs and demands, and will provide you with the credibility you need to establish your partnerships. From your comprehensive list of local and regional companies, you should have no problem finding many business people, representing diverse industries, who are eager and ready to serve on your committee.

The total number of members will vary, of course, from project to project. We recommend your total membership consist of 10-20 individuals. Too large an advisory group will be cumbersome and runs the risk of being counter-productive. By the same token, a tiny group is not likely to give you all of the potential benefits you could be receiving. A group of about 15 will increase your chances for having a healthy turnout at your meetings. You may want to meet quarterly or more frequently—it's up to you.

Develop a Mission Statement

A mission statement might be something like this: "This Advisory Committee is established to assist and support the ____________High School/High Tech program in its mission to provide enrichment experiences to high school students with disabilities, designed to help develop career opportunities and provide activities that will spark an interest in the exciting career possibilities found in high technology fields, and encourage greater numbers of these students to pursue higher education."

Identify the Objectives

For example: "The Advisory Committee will provide assistance and support to the ________High School/High Tech program through the following objectives:

- Represent the perspective of all stakeholders (particularly the business perspective);
- Provide assessment of local occupational and educational trends and needs;
- Recruit additional business participation in the program;
- Help evaluate program effectiveness;

- Identify local resources appropriate to support the program;
- Support community relations activities of the program;
- Bring about education and awareness of people with disabilities in higher education and workplace settings, and
- Link up with other advisory groups, particularly business groups."

A note about mission and objectives during a project's start-up phase

If you are just in the initial start-up stages of your local program, you may decide to have a well-focused planning team, consisting of several business representatives, school system leaders, and one or two other influential members. This planning team may be the core group from which your advisory committee ultimately expands. The mission of your planning team will be somewhat different from that stated above. It may look more like this:

"To develop the ___________ High School/High Tech program in a manner that reflects the local community and the core concepts of the national High School/High Tech program."

The objectives might include such things as:

- Identify companies that may be interested in participating in the program;
- Identify potential funding sources and assist in applying for funding;
- Clarify the primary administrative entity of the local program;
- Identify and recruit advisory committee members;
- Outline the program goals and potential activities;
- Identify program staffing needs, and
- Identify procedures, such as student recruitment process, etc.

Establish a Set of Guidelines for Operation of the Committee

Again, you may wish to set up more formal by-laws; however, in most cases basic guidelines will suffice. Some of the areas you may wish to address include the process for recruiting new members (nomination/selection process);

terms of membership (such as length of term – usually one year, and minimum expectation for attendance at meetings); location and hosting of meetings; identification of a chairperson (in close collaboration with the program coordinator); establishment of committees (standing, ad hoc, subcommittees/ work groups); meeting schedules and agendas, and record-keeping.

We recommend you develop a one-page fact sheet that clearly explains your program to potential advisory committee members. This will save you a lot of time in verbally explaining the basics.

Chances are good that many of the people from the following places will become members of your Advisory Group:

- State Department of Education
- School Systems in the targeted geographic region
- Division of Rehabilitation Services
- Business Leadership Organizations, such as Chambers of Commerce
- State Office on Employment for People with Disabilities
- Representatives from area colleges and universities
- State Department of Labor

Identify Potential Funding Sources and a Funding Strategy

As you take a look at all of the different High School/High Tech sites operating nationally, you will notice that each site's funding and operational budgets are diverse, just as their program activities are unique. Funding can be categorized in a number of ways, including start-up, time-limited, and operational or on-going. The National Office can assist you in identifying and seeking potential funding sources. Bear in mind, there are numerous initiatives that are currently funded within your school systems that relate to the mission of High School/High Tech. For example, there are school-to-work grants, Carl Perkins Vocational-Technical funds, money through the Ticket to Work and Work Incentives Improvement Act of 1999, and others. Before you begin seeking outside funding, be sure you have done an exhaustive search of potential funding within your school or rehabilitation systems.

The money you need is related to two things: the specific activities you plan to implement, and staffing needs. What are the costs of these? In many cases, the cost of a project coordinator may be funded through one source, costs associated with activities (such as site visits, lab experiences, internships) covered through other sources, and staff through still other sources. Don't forget that some staff may already be employees of an organization (such as a school system or rehabilitation office) - and your High School/High Tech activities may be a part of their job duties.

Identify Staffing Needs and Conduct Recruitment

Your staffing will depend, of course, on the scope and detail of your activities. Will you need instructors? Site visit chaperones? Job/internship developers? Marketer? Events coordinator? Administrative assistants?

As someone once said: "Start at the beginning!" Once you have outlined the specific activities, identify the number and types of people you will need to conduct each event. Ask yourself: Does the school system (or other organization) already have staff who could be assigned to these activities? Is there a natural link?

For each identified position, clearly lay out the specific job duties and expectations. Identify the qualifications (minimum and ideal). You should have these position descriptions ready to go, whether you plan to recruit and hire staff actively, or you need to lobby an organization's leaders to convince them to integrate High School/High Tech activities into a current employee's job. A well-written job description will be immensely valuable to you as you seek out the best people possible to implement your program.

how to market the program

This section offers a roadmap for marketing your High School/High Tech project, with a special focus on building partnerships within your local employer community. Below you will find insight into the rationale for marketing the project, as well as recommendations for marketing tools and techniques.

Take a trip to your local library or bookstore and you'll find an overwhelming selection of books and other materials on the subject of marketing. Most of these resources offer excellent information about marketing methods and tools. However, none will offer advice directly applicable to your High School/High Tech project—that is, advice that specifically will help you in marketing your project to your local employer community. This section does just that. It presents some basic principles of marketing and offers ideas that you might apply to your High School/High Tech project.

Why Market Your Project?

Before you can decide how to market your High School/High Tech project, you must think about why you would want to market it. In the High School/High Tech context, the purpose of marketing is to establish and ***convey a clear identity*** for your project, and then to gain your employer community's commitment to developing mutually beneficial partnerships.

Through your marketing efforts, you want to let local employers—including companies, non-profit organizations, and government agencies—know that that you exist and that you represent a unique and valuable endeavor called High School/High Tech. Furthermore, you want the employer community to ***invest*** in your project. This requires a dynamic process that you must sustain and evolve over time. Initially, the employer may commit only to hosting a one-time field trip or providing a speaker, but eventually may commit to providing summer employment opportunities for your students, for example.

Keep in mind that effective marketing does not require a degree in business. Rather, it requires enthusiasm, resourcefulness, thoughtful planning, and a willingness to network your way into the public's view. A few other points to remember:

- Marketing activities can actually be fun. Consider them a vehicle for stimulating the creative part of your brain.
- Marketing becomes easier with experience.
- There is no right or wrong approach to marketing—only more effective or less effective!

Six Steps to Effective Project Marketing

Corporate giants spend billions of dollars to market their products and services. Even mid-sized companies dedicate as much as 10 percent of their revenues in packaging and advertising their wares. Fortunately for you, the task of marketing a High School/High Tech project to local employers requires more ingenuity than monetary outlay. The following seven steps provide some general guidance for planning and implementing your marketing efforts.

1. Know Your Market

To work successfully with employers, it is helpful to develop an awareness of your community's economic situation and employment trends, as well as a familiarity with your area's leading, new, and growing high tech businesses. It also is useful to understand the hiring, retention, and competition challenges that local employers face.

Make it part of your professional practice to read the local business news. Not only will you educate yourself, but you also will find excellent ideas for marketing your High School/High Tech project. As importantly, you will become more credible when speaking with contacts about their technical fields and industries.

Another valuable practice is to visit high tech firms in your community. Develop a contact database and make a plan for conducting site visits with known or new contacts. Let the company representatives know you are with High School/High Tech and that your work involves assisting high school students in exploring career opportunities. Initially, your focus should be on learning what's happening in a particular industry, although such visits also offer opportunities to get to know employer representatives (and for them to get to know you).

Take detailed notes about each organization you visit and ask questions to gain an understanding of the organization's operations and needs. While visiting, if the opportunity presents itself, you may want to discuss the possibilities for company involvement in your project.

Identify Your Competition

Just as successful companies invest a significant amount of time, energy, and resources gathering "intelligence" about their competitors, so should you determine which other organizations are vying for employers' attention and resources in your community. For example, human service agencies, cooperative education and work-study programs, other school systems, and even other groups within a particular school may be seeking or have established partnerships with the some of the organizations on your contact list.

It is important to recognize the possibility that you have competition and to learn about employers' relationships with other organizations. Gathering such information not only will help you to develop your niche and better position your High School/High Tech project in the market, but also may provide ideas for mutually beneficial linkages with your "competitors."

Other excellent resources to help you get to know your employer community are the local chamber of commerce and the reference librarian at your local library. Many companies also have their own libraries.

2. Define Your Marketing Goals

Before deciding what marketing activities will best serve your needs, you must define your goals. For example, ask yourself:

- What outcomes do you hope to achieve from the partnerships you develop (for example, recruiting local advisory committee members, identifying host organizations for job shadowing experiences, or establishing internship worksites)?
- Are you starting from scratch or are you building on existing relationships with employers?
- What types of experiences do you want to provide for your students?
- How many different employer partnerships do you need?
- What kinds of high tech occupations are your students seeking and in what types of industries?
- What are the typical job descriptions and the skills required for each occupation?
- What types of organizations are most likely to provide what you need?
- How does your High School/High Tech project differ from other school-business partnerships and from other work-based learning programs?
- What benefits will you provide to your partners?
- What is your timeframe for accomplishing your goals?

Answer these questions in your mind and then write down the goals and objectives for marketing your High School/High Tech project. Be as specific as possible and, when possible, quantify your answers.

What Do You Need?

As you develop your marketing goals, you need to define the ways in which employers might become involved in helping your students to explore high tech careers. This menu of offerings for employer involvement might include:

- Paid internships, or cooperative work-study positions (after school, on weekends, or during the summer months)

- Volunteer positions
- Opportunities for job shadowing, job sampling, situational assessments, and other short-term, hands-on experiences
- Worksite tours or field trips
- Representatives for your local advisory committee
- Guest speakers and participants in special events (e.g., career fairs)
- Referrals to other company and industry contacts
- Advisement on curricula, specifically on ways of integrating industry concepts into academic and vocational-technical courses
- Identification of resources to support the project
- Opportunities such as externships that will expose teachers to business and industry

3. Identify and Develop Contacts

Success in marketing your High School/High Tech project—that is, in persuading employers to invest in your project and students—will be a function of your relationships within the local business community. Relationships built on trust and mutual benefits will be the most successful in achieving your ultimate goal of supporting students' needs in exploring high tech careers or gaining work experience in high tech occupations.

STEP 1: Begin by taking an inventory of your existing relationships (formal or informal) within the employer community and then supplement this list with the names of prospective contacts with whom you have no existing relationship. This combined list is the foundation of your contact database, which you can continuously build as your project evolves. Development of the database should be viewed as a dynamic process, rather than as a one-time event.

STEP 2: After you have identified your initial contacts, your mission will be to convince them to become active partners in your High School/High Tech project. Your goal is to capture the contact's attention and then cultivate even the smallest expression of interest into a relationship that provides mutual benefits. This process may take months or it may develop rapidly, depending on the organization and its needs. The National High School/High Tech Program Office staff can also assist you in cultivating your contacts.

Develop a Contact Database

A contact database can help you take an inventory of current and prospective employer contacts, and will serve as a useful tool in tracking progress toward achieving your marketing goals. Below are suggestions for developing such a database.

- Compile a list of all the employers with which you have contact or have had contact in the past. Be sure to include any companies, non-profit organizations, and government agencies that employ friends and family members. Flag those that already provide (or have provided) some type of experience for your students.
- Ask your colleagues to do the same, then compile a master list of existing company contacts.
- With your colleagues, brainstorm high tech companies that you know exist in your area, but with which you have no contacts.
- Brainstorm the types of high tech occupations in which your students might have an interest (e.g., graphic design, website design, computer repair, telecommunications, engineering, biotechnology, software engineering, etc.). Try to identify local companies and organizations that employ people in these fields.
- Compile all of the information gathered into a contact database (preferably electronic) that, at a minimum, includes each company name, the contact person's name and position, mailing address, telephone and fax numbers, e-mail address, website address, date of the most recent contact, name of the project staff person who made the contact, and the

outcome of the discussion (for example, "discussed internship possibility for the student"). Build and update the database as your project evolves and your marketing activities progress.

4. Select Your Marketing Methods and Tools

Whether you call it marketing, publicity, public relations, advertising, or outreach, it all boils down to communicating a message. The methods and tools you choose to communicate your High School/High Tech message will depend on many factors, including the solidity of your existing relationships with employers, your project vision, your budget, and the number of prospective partners within your local high tech employer community.

Before you dive in, think about your marketing goals and carefully choose the methods and tools that will be most effective in helping you to achieve those goals. Many times, a very targeted approach aimed at reaching specific types of employers (e.g., government agencies or small high tech firms) and involving only one or two methods or tools will suffice. In other situations, you may find that a broader approach that involves several methods or tools will be more effective.

Following are examples of marketing methods and tools that you might consider.

Personal Contact with Employers

- Call employers with whom you have an existing relationship to let them know about your High School/High Tech project and to invite their participation. Before calling, know what you want to communicate and what you will ask them to do.
- Send a personalized letter and your business card to selected employers to let them know about your project and to invite their participation in the project or a specific event. When sending letters, be sure to follow up by telephone to confirm receipt and answer any questions.
- Make "cold calls" or canvas employers to learn more about their

organizations, let them know about your project, and get a sense of the employer's potential interest in becoming a part of the project. Even though you may be making cold calls, be sure to take a warm approach!

- Ask employers if you can visit their worksites to learn more about their industries or organizations.
- Network at professional conferences, during classes you may be taking, or through your involvement in community or volunteer activities.
- Visit employers' websites or call their offices to get e-mail addresses and then send e-mails to let them know about your project.
- Volunteer to speak at meetings or conferences organized by the local Rotary Club, chamber of commerce, or other business-related organizations.
- Arrange for booth space at conferences attended by local employers.
- Attend high tech trade shows to network with employer representatives who are participating or exhibiting.
- Invite employer representatives to become a part of your local advisory committee.
- Ask your current employer partners to tell their colleagues in the business world about your project.
- Follow up after each contact with an employer by sending a letter or by calling with additional information.

Print and Electronic Materials

- Develop a project brochure or fact sheet to mail with letters, disseminate at meetings with employers, or post in targeted locations.
- Create an inexpensive newsletter that periodically updates current and prospective employer partners about your project activities, students' successes, and the importance of employer involvement.
- Design and post a website that informs employers and other audiences about the project, or create a page on the National High School/High Tech website.

- Find out about electronic bulletin boards or listservs aimed at local employers, and post messages about your project using these electronic tools.
- Design and print business cards and stationery that convey a professional, consistent project image. Be sure that the business card includes your telephone and fax numbers, mailing address, and e-mail and website addresses. Carry business cards with you at all times.
- Create a video or CD-ROM that explains the project's goals, activities, and successes. Take a look at Georgia's High School/High Tech Video!
- Develop project progress reports or an annual report to update employers about project activities.
- Make copies of articles that have been published about your project and disseminate them with letters to local employers.

Media Relations

- Pitch stories about the project, specific students' accomplishments, or collaboration with employers to local media representatives.
- Mail or fax news releases and media advisories to reporters, editors, or producers at local newspapers, television stations, and radio stations to inform them of project events and activities. Follow up to confirm receipt and to answer any questions.
- Write articles about project activities for placement in local newspapers, trade publications, employers' in-house newsletters, or school system publications. Be sure to contact the publication before writing the article to determine the editor's interest in a particular story idea.
- Call upon any connections you may have with local reporters, editors, or producers to get coverage of your program's events and activities.
- Develop a database of media contacts.
- If your budget permits, or if you can get expenses waived, consider placing paid advertisements in selected local print publications read by the business community.

- Tap into the expertise of media relations experts within your school system, the state, or the National High School/High Tech Program Office. (See Appendix II for "Tips for Using the National Program's Media Office to Maximize your Media Coverage.")
- Invite media representatives to become a part of your local advisory committee.

Special Events

- Invite employer representatives to an annual informational meeting or kick-off event.
- Hold an annual employer recognition event, or present awards to employers at an annual project banquet.
- Invite local employers to attend a career fair for people with disabilities.

Specialty Advertising

- Create mugs, pens, T-shirts, magnets, mouse pads, or other giveaways bearing the project logo or other information, and distribute them when you meet with or have other contact with employers.

5. Create a Consistent Project Image

Regardless of the methods you choose, consistency and professionalism in packaging are paramount. Develop a standard image and message so that your prospective employer partners, and others with whom you come into contact, develop instant recognition of your project. A logo, uniform type faces, and perhaps a project slogan used on your project's business cards, stationery, brochures, forms, meeting materials, and website will help you to convey a cohesive project image.

In designing your project materials, be sure to communicate the message that High School/High Tech is a nationally recognized initiative. Also remember that slick designs and expensive color printing usually are not needed to market High School/High Tech projects. A simple, clean design will be just as effective. You might even ask one of your students with an interest in graphic arts to design the materials for you.

6. Evaluate Your Marketing Efforts

Successful business people know that it's one thing to implement a marketing plan but that it's also important to track the results of a marketing program. You can evaluate the success of your High School/High Tech marketing efforts by examining both the process and the outcome of the efforts in terms of your original goals and objectives.

Process evaluation provides objective data about the administrative and organizational aspects of your marketing efforts. This type of evaluation might result in a report that documents, for a specified time period, the number of telephone calls made to prospective employer partners, meetings held with employers to discuss opportunities for involvement in the project, news stories published in local newspapers, mugs distributed, and hits on your website. Process evaluation data should be gathered continuously and analyzed periodically.

Outcome evaluation, on the other hand, focuses on the actual results of your marketing efforts. Outcome evaluation measures might include, for example, the number of internship positions or job shadowing situations created as a result of your marketing efforts, employers' expressions of interest in participating in your project, or the number of employers who have hosted field trips at their worksites. Outcome information can be gathered and assessed at predetermined time points, such as following events, or at the end of the school year.

Information gained from continuously evaluating the process and outcome will help you to assess and refine your marketing efforts to ensure that you are investing your marketing time and dollars wisely. Look at both the positive and the negative impacts of your marketing efforts. Be willing to shore up the weak areas, capitalize on the strong ones, and develop altogether new marketing strategies as your project evolves.

how to involve parents & other advocates

Parents can make a real difference in the success of your High School/High Tech program and in their children's educational and career planning. This section suggests ways to involve parents as partners in the High School/High Tech journey.

To be successful, your High School/High Tech journey must involve a number of active travel partners, including school officials, teachers, corporate sponsors, and local employers. One other group of partners that must not be overlooked, however, is the parents or guardians of your project's participating students. Only with parents' ongoing support–of both the project and their children–can your High School/High Tech project truly achieve its goals. Working with parents involves two components: involvement and cooperation.

Invite Parental Involvement

Parents should be encouraged to become ***actively involved*** in your High School/High Tech project and in their children's educational and career planning. For many parents, this involvement comes easily; they seek out opportunities to share in their children's experiences, communicate effectively with their children, and take time to attend activities in which their children participate. For other parents, involvement is more challenging. Busy work schedules, needs of younger children, language barriers, and other factors can hinder active involvement, even when the interest and desire is there. In some instances, simply picking up the telephone to invite parents' participation in an event or to ask for advice about a specific project component will go a long way in encouraging their involvement.

Encourage Parental Cooperation

Local-level project managers report that most parents appreciate the value of High School/High Tech activities, but that this support does not necessarily translate into project involvement. At a minimum, your goal in working with parents should be to ***gain their cooperation*** in returning required paperwork, such as consent and permission forms. Asking parents to sign materials helps to ensure that they have some knowledge about your project's enrichment activities throughout the year.

Ways to Involve Parents

Be creative in looking for ways to engage parents in your High School/High Tech project—and in their children's college and career planning! Below are some suggestions to get you started or to enhance your current level of parent involvement:

- Include parent representation on your local advisory committee.
- At the beginning of the school year, request that parents attend a High School/High Tech orientation with their children.
- Create a brochure, newsletter, or adapt national program materials specifically designed to inform parents about your High School/High Tech project's goals and activities.
- Encourage parents to attend High School/High Tech enrichment activities throughout the school year.
- Invite parents to celebrate their children's accomplishments at a breakfast or lunch at the end of the school year or the end of your summer internship/employment program.
- Plan activities, such as college planning workshops, that require parents' participation. Be sure to schedule these activities during times that are convenient to parents' schedules.
- Invite parents to host field trips at their worksites, or to speak at workshops and other events.

- Solicit parents' ideas for internship or summer worksites, perhaps with their own employers.
- Ask parents to chaperone or provide transportation for field trips.
- Invite parents to see the internship sites at a prearranged time.
- Communicate often with parents. Make periodic calls or send periodic e-mails to parents to update them on their children's High School/High Tech activities and progress.
- Create a project website that includes a section for parents.
- In addition to requiring signatures on consent forms and permission slips, require parents' signatures on any sign-up sheets for student activity participation.
- Ask parents to complete written evaluations of your High School/High Tech project, as well as individual components of the project. Follow-up by telephone with parents who do not return the written evaluations.

Reinforcing Parental Involvement

Reinforce parents' involvement with their children and your High School/High Tech project by encouraging parents to:

- Spend time talking with their children about their interests and goals for the future.
- Discuss High School/High Tech project activities, successes, and challenges with their children.
- Attend as many High School/High Tech activities and functions as possible.
- Learn all they can about post secondary education and career opportunities.
- Guide their children, but let them make their own education and career decisions.
- Use their personal contacts and resources to help their children pursue their dreams and aspirations.

- Give their children ample opportunities to develop independent living skills at home and in the community.
- Communicate often with the project staff and others involved in the project.

A Family—Extended

An important consideration in working with parents is that family configurations vary widely in today's households. Single-parent families are not unusual, and grandparents or older siblings often share many of the traditional parenting responsibilities. Family configurations should not be the concern of High School/High Tech staff members. However, it may be useful to know about the students' home situations and living arrangements. You also need to ensure that you have current daytime and evening contact information for at least one parent or other responsible adult for each student. Be sure to ask parents or guardians to notify the project of changes in contact information, so that routine and emergency calls can be made more readily. In addition, you should make it clear to both students and family members that only certain individuals have legal authority to sign activity consent forms, depending on your locale.

(A tip from UCP of Montgomery and Prince George's Counties, Maryland)

how to develop an awareness of cultural diversity

During the course of your High School/High Tech journey, you will encounter students with diverse physical and mental impairments, and you probably will interact with students, parents, employers, and others who represent many different cultural backgrounds. This section provides an overview of some important concepts related to disability and cultural awareness. These points are also intended to help you guide community members in building their comfort levels as they interact with youth who have disabilities and come from diverse cultural and ethnic backgrounds

High School/High Tech is a program of opportunity—opportunity for students with physical and mental impairments to explore career options, gain employment skills, and pursue further education leading to high tech careers. Therefore, project staff members are encouraged to reach out to all students with disabilities, regardless of type of disability, race, or ethnicity. Working with people who are different from ourselves requires an awareness of and sensitivity to varying perspectives. This section is designed to increase your level of disability and cultural awareness.

Disability Awareness

Many of us grew up during a time when people with disabilities were relegated to special classrooms, and, as children, we were told not to stare at or ask questions of people in wheelchairs, people using sign language, or people who were mentally retarded. Since then, laws have been passed to ensure the rights of people with disabilities, and society overall has become more accommodating and accepting of those who are "different." Americans with disabilities are now in the mainstream—living independently, working, playing, going to school, voting, shopping, and otherwise participating in the same activities as everyone else.

Your High School/High Tech project will involve you directly in the education and lives of students with many different kinds of physical and mental impairments, some very visible and others unseen. One of your goals is to support the students in every way you can, so it is important that you feel comfortable with them—and they with you. The following tips are provided to increase your confidence, understanding, and skill in interacting with people with disabilities. These tips also can be shared with employers, local advisory committee members, and others involved in your project.

- Remember, no manual can prescribe exactly how to respond or behave in every situation. Just as able-bodied people have differing preferences, habits, moods, and opinions, so do people with disabilities.
- Focus on the situation or task at hand, and the student's abilities and strengths, rather than the disability.
- Don't define the student by his/her disability. Each person is the sum of his or her parts, which may include a physical or mental impairment, as well as a unique personality, aspirations, goals, learning style, tastes, interests, hobbies, and family situation.
- Avoid using labels such as "wheelchair-bound," "sufferer," and "afflicted" that evoke helplessness or pity.
- Also avoid using terms such as "the blind" and "the disabled" that categorize and focus on the label rather than the person. Phrases such as "wheelchair user," "person with a disability," and "student who is blind" are more appropriate.
- In conversation, speak directly with the person with the disability, rather than with a person who may be accompanying him or her. Maintain eye contact with the person with whom you are speaking, even if he or she is using a sign language interpreter. Also remember that, in most situations, there usually is no reason to speak unusually slowly or loudly.
- Offer assistance only when it appears that assistance may be needed. Be sure to wait for the person's response and then proceed according to the

response. If you are unsure, ask what is the best way to assist. Remember that everyone is different! Some people will gladly accept a helping hand, while others may feel that the assistance is intrusive or patronizing.

- Don't lean on, touch, or move a person's equipment without asking his or her permission. This includes wheelchairs!
- Ask for the person's advice about how to make effective accommodations for him/her.
- When the person's disability is relevant in a particular situation and you need to know more about his or her needs, do so sensitively. Explain why you are asking for the information and how the information will help in the situation.
- If you are curious about the use of a certain assistive device or piece of equipment, just ask. The user most likely will be happy to tell you about it.
- Relax and behave as you would with others in a similar situation.
- Learn as much as you can about specific conditions that cause disabilities, but remember that each person's situation is unique.

What kinds of disabilities do High School/High Tech students have?

Students participating in High School/High Tech may have many different kinds of physical or mental disabilities, such as:

- Attention deficit disorder
- Autism
- Hearing impairments
- Emotional impairments
- Learning disabilities
- Mild mental retardation
- Orthopedic or neurological conditions
- Speech or language impairments
- Spina Bifida
- Traumatic Brain Injury
- Visual impairments

Cultural Diversity Initiative

The Cultural Diversity High School/High Tech Initiative is supported by the National Office of High School/High Tech and seeks to improve employment opportunities for minority persons with disabilities who are disproportionately represented among the unemployed. The project works with minority organizations to develop strategies they can pursue to reduce the high unemployment rate of minorities with disabilities.

Under the Cultural Diversity Initiative, four High School/High Tech project sites have been initiated with the NAACP, the Urban League, ASPIRA, and La Raza. These partnerships are designed to serve the minority youth that each organization represents, as well as to offer each organization's branches or affiliates a local program model for further replication across the country. Each organization has agreed to promote stories about their project as one way to further educate their counterparts about employment issues and strategies associated with increasing employment opportunities for persons with disabilities from culturally diverse backgrounds.

Cultural Awareness

In our daily lives most of us encounter people from other nations, cultures, races, and ethnic backgrounds. Likewise, many school systems and workplaces are faced with challenges–and opportunities–that result directly from the integration of people from many different backgrounds and perspectives. Your High School/High Tech project no doubt will mirror the cultural diversity found in your community. Below are a few tips for working with students, parents, employers, and others from different cultures.

- Avoid scheduling activities and events on religious holidays, other holidays, and days or times of worship observed by students and their families. As you get to know the students, find out if there may be scheduling conflicts.
- Consider translating forms, flyers, meeting materials, and other printed materials into languages that are easily read by parents and students.
- Arrange for language interpreters to facilitate communication with students and their families.
- Arrange for alternate menu choices, such as vegetarian entrees, when planning events that involve meals.

- Be specific about what you mean by "on time." Cultures vary in their interpretations of what is meant by being on time, early, and late.
- Attune yourself to the manners and customs of students' cultures so that you better understand their needs and perspectives.
- Recognize that cultural values and mores may influence students' behavior at school and in the workplace, as well as parents' interactions with you or others who are involved in your project.

Did you know that...

Cultural differences manifest themselves, often subtly, in many everyday activities. Greetings, signs of respect, conversational styles, dress codes, food choices, table manners, attitudes about school and work, and religious practices vary widely across cultures. For example:

- In some cultures, avoidance of eye contact is a sign of respect, not an indication of discomfort, interpersonal avoidance, or lack of interest.
- An apparent lack of assertiveness might also be a sign of respect, rather than shyness, ambivalence, or disinterest.
- The meanings of gestures are not universal. People from some parts of the world may interpret typical American gestures, such as pointing an index finger or giving a "thumbs up," as rude or even obscene.
- When meeting or greeting one another, people from some cultures shun body contact, particularly with the opposite sex. People from other cultures expect to be kissed or hugged by people of the same or the opposite sex.
- Many cultures consider students' academic achievement to be paramount and do not concern themselves with students' social development.
- Expressions of praise and criticism are interpreted differently by different cultures.
- Food choices, preferences, tolerances, and taboos vary widely across cultures.

HIGH SCHOOL · HIGH TECH

program monitoring evaluation & reporting

Your High School/High Tech project is in full gear and on the road to success. Your school-based and community-based enrichment activities are always well attended, you receive consistently positive feedback from parents, and several large employers in your community are now involved. But what kind of results are you truly achieving, and how can you assess the project's accomplishments? This section outlines project reporting requirements and provides important advice about monitoring and evaluating the outcomes of your project.

Program monitoring and evaluation allow you to track your High School/High Tech project's activities, to reflect on (and celebrate!) the success of your efforts, and to refine or change your project's course when necessary. In addition, ready access to project data ensures that you are well prepared to discuss your activities when meeting with your local advisory committee, making presentations to employer groups, preparing ad hoc reports to school officials, or writing promotional materials.

As detailed below, the National Office requires each High School/High Tech project to ***gather and report*** specified types of data (see Appendix II, Program Evaluation). The National Office uses this information to evaluate High School/High Tech activities overall and to describe the populations being served nationwide. All project staffs are encouraged to supplement the required data with quantitative or qualitative information that highlights any special activities or accomplishments. For example, you may wish to prepare case studies that document individual students' progression through your program, or you may wish to follow up with students annually after high school graduation and report on long-term project outcomes.

Road Map for Successful Program Monitoring & Evaluation

Outline and discuss steps for establishing, implementing, and maintaining data collection, analysis, and evaluation efforts. For example:

- Define your program monitoring and evaluation objectives.
- Determine what types of data, both quantitative and qualitative, will be needed to meet the objectives.
- Know your limits. Recognize your data collection and analysis constraints, such as staff time and computer capabilities, and limit your monitoring and evaluation efforts to those you can reasonably accomplish.
- Develop methods and tools (e.g., forms) for gathering the needed data.
- Develop a strategy for tabulating and processing the data (e.g., who will collect and analyze data, what tools will be used, and the schedule for analyzing the data).
- Collect and process the data (e.g., after each event, at the conclusion of each activity, at year-end).
- Analyze the data.
- Evaluate the program components and overall project activities, as measured against your project goals.
- Prepare reports that reflect your program monitoring and evaluation objectives.

Project Evaluation Requirements

The National High School/High Tech Office requires each project site to submit specific data regarding program operations, participants, and outcomes. In some cases data may be submitted online. Please refer to the appendices for a listing of the required data reporting forms.

If you elect to offer only some of the High School/High Tech Program components to students, it is important that you inform the National Office. First, we would like to work with you to develop a strategy to include all of the Program's components. Secondly, for monitoring and evaluation purposes, it is important for us to know the comprehensiveness of your program. It is our responsibility to assess the extent to which the National High School/High Tech Program meets its goals each year. We examine the range of activities in which High School/High Tech students participate and review the quality of the experiences. A fully-developed High School/High Tech Program offers all of the High School/High Tech Program components with particular emphasis on the summer internship experience. For monitoring and evaluation purposes, the internship experience is our main unit of analysis. If you are offering some of the program components but not the paid summer internship, you will be classified as a "new" or "emerging" program. As part of our evaluation process, we want to hear from all of our sites. If you are a new or emerging site, simply let us know where you are in the development phase. We will be sure to include you in our reports accordingly.

Use What You Learn

The outcome of project evaluation efforts should help you refine individual activities and assess the project's overall results.

Quantitative vs. Qualitative Information

The data you collect, analyze, and report should paint a vivid picture of your High School/High Tech activities, as well as outcomes and impact. This requires a balanced use of both quantitative and qualitative data. Quantitative refers to the numbers (e.g., number of students served, companies participating, percent of youth going on to post secondary institutions, amount of wages and/or stipends paid, budget figures, etc.). On the other hand, qualitative data are those that reflect the quality of a particular effort. Examples might be student, parent, and employer satisfaction with features of the program, descriptions of worksites and activities, courses being taken, etc.

Toot Your Horn!

Consider program evaluation activities an integral part of your overall marketing efforts on behalf of High School/High Tech. The information you gather will add substance and weight to your fact sheets, promotional brochures, fliers, press releases, newsletters, annual reports, website, and presentations. And vice versa: these will be the vehicles by which you can disseminate this valuable information!

HIGH SCHOOL - HIGH TECH

8. APPENDICES

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appendix I

Directory of High School/High Tech Contacts

HIGH SCHOOL · HIGH TECH

appendix II

Useful Forms and Templates

The following forms are samples for you to use and adapt for your purposes. With the exception of "The Site Coordinator's Report to the National Office", which is a required standardized form, please feel free to change them to suit your program's needs.

Are You Interested?

Are you interested in learning more about science, engineering and technology? High School/High Tech may be for you!

What is High School/High Tech?
High School/High Tech is a community-based partnership of parents, educators, rehabilitation professionals, and business representatives. Its purpose is to encourage high school students with disabilities to explore fields of science, engineering and technology. The program is endorsed and supported by the Georgia Department of Education, the Georgia Division of Rehabilitation Services, the Georgia Vocational Rehabilitation Advisory Council, the Georgia Department of Labor, the U.S. Department of Labor, OFCCP, various Mayor's Committees, and businesses and professionals throughout the state.

High School/High Tech provides:

- Company Site Visits
- Field Trips
- Workshops
- Mentoring
- Shadowing
- Summer Activities
- Career Counseling
- Opportunities for Paid Summer Internships for Students (16 years of age and over)

High School/High Tech is a project of the Georgia Committee on Employment of People with Disabilities and the President's Committee on Employment of People with Disabilities.

NOW, ARE YOU INTERESTED?

IF YES, please complete the **STUDENT INTEREST FORM** and return it to your teacher. Thank you for your time.

YES, I am Interested!

Student Interest Form

Student Name:

____

Which High School are you attending:

____

Home Address
Street Address:

____

City, State, Zip Code:

____

Phone Number: ______________________________

Date of Birth: ______________________________

Parent/Guardian Name:

____

Please return this form to your teacher. Thank you.

Student Information Form

High School/ High Tech Student Information & Referral Form

Date: ______________ Social Security Number: ________________________

Student Name:

Street Address:

City, State, Zip Code:

Phone Number: Date of Birth:

Parent/Guardian Name:

Grade & School: Teacher:

Guidance Counselor: Employer:

Please list the subjects you are currently taking:

What is your Grade Point Average (GPA): ____________________

What are your post secondary education plans? (Check the answer.)

☐ College/University ☐ Vocational Training ☐ Community College

What are your fields of interest? (Check the answer.)

☐ Science ☐ Engineering ☐ Computers ☐ Math

Do you have computer skills? Please explain

What career do you want?

High School/High Tech Enrollment Form

Student Name:

Age: Sex:

Street Address:

City, State, Zip Code:

Parent/Guardian Name:

Day Phone Number: Evening Phone Number:

Note: The following questions would not appear on an employment application. **All students over 16 will be evaluated for a job. Information on this form helps determine what, if any, supports are required.**

If you take medications during the day, can you take your own medications?____
Or does someone help you? _____
Do you require assistance with personal care? _____ If so, how often during the day? _________
Do you require an interpreter? _____ If so, what kind of interpreter? __________

Permission to Participate:

I want to participate in all program activities of High School/High Tech, including field trips.

Student's Signature Date

Parental Permission:

I hereby approve of my son/daughter's participation in all program activities of High School/High Tech, including field trips, and will not hold HS/HT, or any persons connected with the activities, liable in case of an accident.

Parent's Signature Date

Emergency Contact:

Note: Please include any relevant medical information and a person and a correct phone number to contact in case of an emergency.

Emergency Contact Name: ____________________

Day Phone Number: ____________________ Relationship to the student: ____________________

The HS/HT Staff needs copies of two forms of identification from the participant. One form must be picture identification such as a driver's license; the second form must be the participant's social security card. Please attach copies of these two forms to the forms that you fill out for the summer internship.

Educational Information

Full Name: ____________________

Current High School: ____________________

Grade Level: ____________________ Grade Point Average ____________________

Guidance Counselor: ____________________

Type of High School Program: (Check the answer.)

☐ Private Residential ☐ Technical High School ☐ Magnet High School
☐ Public High School ☐ Alternative Program

Within the past year, were you (Check all that apply)?

☐ Suspended (# of times): ___
☐ Expelled (# of times): ___
☐ Withdrawn from school (# of times): ___
☐ On the honor roll (# of times): ___

Within the past year, were you in (Check all that apply)?

☐ Self-contained classroom
☐ Resource Room setting
☐ Mainstream setting with non-disabled peers
☐ Other: ____________________
☐ Alternative education
☐ Vocational education
☐ Community Work Site

What classes have you taken? (Check all that apply.)

☐ Mathematics   Science   ☐ English/Language Art   Social Studies
☐ Technology/Education   ☐ Physical Education
☐ Foreign/Modern Language   ☐ Other: ____________________

Number of days absent in the past 3 months of high school year? _______

Do you have (Check the answer.) ☐ an *IEP* ☐ *a 504 Plan*

What computer skills do you have?
(Examples of computer skills are programming, data management, word processing, data analysis, statistics, graphics and web page development, and many more.)

____

____

____

____

Employment Information

Have you ever had a job? ______

How many jobs have you held in the past year? __________

With whom have you been employed in the past year?

____

What kind of business or industry did you work for?

____

What was your job title in your last job?

____

What were your main duties in your last job?

____

On this job, were you (Check the answer.)?

☐ A private company employee (paid)
☐ A government employee (paid)
☐ Working without pay in a volunteer job
☐ Self-employed in your own business
☐ An employee in a sheltered workshop or supported employment

What were the start date and the end date? ______________________

Do you still have this job? _________

If yes, how many hours per week do you work? ______________________

How did you locate this job? (Circle the answer.)

☐ School employment placement service, staff member
☐ Public employment service
☐ Checked with employer directly
☐ Civil Service Application
☐ Expanding Horizons (a former name of HS/HT)
☐ Private employment service
☐ Newspaper/radio advertisement
☐ Other: ______________________________________
☐ Through a friend
☐ Through a relative
☐ Union registration

What accommodations/modifications were made for you on this job?

____

How satisfied are/were you with this job?

____

If you left this job, why?

____

Emergency Medical Information

HIGH SCHOOL/HIGH TECH
EMERGENCY MEDICAL TREATMENT

Every precaution is taken to protect the safety of all program participants. However, in the event of an accident, I consent to any emergency medical treatment that is deemed necessary at the nearest hospital or health care facility.

Physician Name: ____

Telephone Number: ____

Health Insurance Company: ______________________________________

Policy Number: ____

____

Student's Signature Date

____

Parent's Signature Date

PARENTAL PERMISSION FOR ADMINISTRATION OF MEDICATION

I hereby give my permission for a high school/high tech staff member to administer medication as prescribed to my son/daughter while he/she is participating in the high school/high tech summer employment experience.

____

Student's Signature Date

____

Parent's Signature Date

EMERGENCY TREATMENT AUTHORIZATION

In the event that i cannot be reached in an emergency, i authorize the rescue squad and/or hospital to perform any emergency treatment needed for the benefit of _______________. Also, I agree to pay the initial doctor and hospital costs incurred in the emergency.

____

Student's Signature Date

____

Parent's Signature Date

Interest Survey

Date: ______________ School: ______________________________________

Student Name:

____

We'd like to know what you like to do in your spare time. It will help us plan programs to your liking. Please answer the following questions by circling the answers.

Do you enjoy working with computers? YES NO

Do you enjoy science? YES NO

Do you enjoy math? YES NO

Do you like to build things? YES NO
If yes, what do you like to build?

____

Do you ask a lot of questions about the way things work? YES NO

Do you like to read? YES NO
If yes, what do you read for pleasure?

____

Do you like to experiment? YES NO
If yes, what kind of experiments?

____

Are you involved in any after-school clubs? YES NO
If yes, which clubs?

____

What are your favorite TV shows?

____

Do you play a musical instrument? YES NO
If yes, which instrument?

____

What are your favorite school subjects?

____

Media Release Form

High School/High Tech Consent for Media Use

I, ____, hereby give permission to the Georgia High School/High Tech to photograph me, and to use audio and/or video equipment to record my participation. I also understand that print and visual media may wish to distribute information regarding my participation in the program.

It is understood that this material will be used only for educational purposes or to promote the High School/High Tech program.

Student's Name	Student's Signature

____
Date

Parent's Signature (if under 18)	Date

Site Visit Evaluation Form

To: Host Company Tour Coordinator
Please complete the form and mail to:

1. Briefly describe your role in the site visit.

2. Were the participating students attentive to the presentation/experiences? (List any comments).

3. What type of preparation of the students or the employees would make future visits more beneficial?

4. Would you like to be involved in future visits? Please list any suggestions for future visits.

Thank you for participating in our site visit. We appreciate your support in providing career information to our students.

Employee Contract

Dear Summer Worker:

Welcome to the HIGH SCHOOL/HIGH TECH Summer Work Experience program.

For many of you this will be your first work experience; for others, this may be your first paid work experience. To get you off to a good start, please read your handbook and complete your employee contract.

EMPLOYEE CONTRACT

Date: ______________

Name:

____

Address:

____

City, State, Zip Code:

____

Phone Number:

____

1. I will arrive at work at _______ and depart at _______, _______ days a week.
2. I will work a maximum of 25 hours per week (4 hours a day).
3. HIGH SCHOOL/HIGH TECH will provide travel training. I will be at the designated bus stop or METRO station __________ at ___________ a.m.
4. I will dress appropriately.
5. I will be well groomed.
6. I will report to ___________________ (Building # _______, Room #______).
   My supervisor is ____.
7. I will make every effort to attend all special activities.
8. I will record my hours on my time sheet (Sample attached).
   Time Arriving
   Time Depart for Lunch
   Time Back from Lunch
   Time Leaving

9. I will take 60 minutes for lunch and I will check with my supervisor before I leave and after I return.

10. If I am sick I will contact my employment supervisor at ___________________. I will contact HIGH SCHOOL/HIGH TECH transportation at xxx-xxx, Extension xx by 7:00 a.m. Also, I must contact HIGH SCHOOL/HIGH TECH Summer Job Training Specialist at ____________________________.

11. I will receive payment only for the actual amount of time I have worked during the pay period.

12. I will be suspended or terminated from my job if:

    a. I have three or more unexcused absences, or
    b. Repeated tardiness, or
    c. Leave work without permission, or
    d. If I break any of the behavior standards.

13. I will not make personal phone calls from the work site.

14. I will perform the duties of my job to the best of my ability. I will ask for help from my employer and HIGH SCHOOL/HIGH TECH staff as needed.

____
Student's Signature Date

____
Job Site Supervisor Date

____
Job Training Specialist of Date
HIGH SCHOOL/HIGH TECH

Resume Template for Youth

Name
Address
Telephone Number
Email address

Objective: I am a high school senior seeking an opportunity to apply strong ______________________________ skills in the field of _________________________.

Qualifications: [Cite "headlines" describing your skills, talents, and interests.]*

Achievements:

> Under each "headline" write a brief statement describing how specific skills have been demonstrated, how they benefited others, and how they would benefit the targeted employer.

Employment and Related Experience: [Include paid/unpaid jobs, hobbies, extracurricular activities, etc.]

Education and Training:

Awards and Honors:

References furnished on request.

---

*EXAMPLES OF QUALIFICATION "HEADLINES" and Buzzwords:

Computer Technology
-Hardware Installation
-Hardware Repair
-Software Use
-Trouble-shooting
-Gamesmanship

Mechanical Technology
-Small Engine Repair
-Auto Mechanics
-Machinist

Facility Maintenance
-Heating/AC Repair
-Plumbing Repair

Financial Services
Electronics Technology
Agriculture Business
Sports and Recreation

Customer Relations
Retail Operations
Culinary Arts

Additional resources: Melanie Asaire Witt, Job Strategies for People with Disabilities; U.S. Dept. of Labor, Occupational Outlook Handbook; and Dictionary of Occupational Titles.

Resume Writing

Getting Started

A. Outline your resume

1. PERSONAL DATA
    a. Name
    b. Address and phone number

2. EMPLOYMENT GOAL
    a. What kind of job you are looking for

3. EDUCATION
    a. Current school
    b. Special courses, training

4. WORK EXPERIENCE
    a. Any work experience
    b. Include volunteer work

5. ADDITIONAL SKILLS & ACTIVITIES
    a. Knowledge of foreign language
    b. Typing, shorthand, computer skills
    c. Honors, awards
    d. School activities

6. INTERESTS & HOBBIES
    a. Activities at home and in the community that you enjoy

Resume Sample

LaChay Romer
1134 Pitts Avenue
Silver Spring, MD 20138

EMPLOYMENT GOAL	- A career in the field of high technology
EDUCATION	Truman High School (11th Grade) 4138 Potter Street Silver Spring, Maryland 20958
WORK EXPERIENCE	Library Aid, Wheaton Library, Wheaton, MD, 9/97-present. Collected returned books from library counter. Sort books by using Dewey Decimal system. Reshelf books by number. Babysitter, Silver Spring area, Summer 1997 & 96. Provided babysitting services for working mothers in my neighborhood. Structured play activities, fed and bathed children, prepared children for afternoon naps.
ADDITIONAL SKILLS & ACTIVITIES	- Working knowledge of computer, includes WordPerfect and Windows 95 - Type 45 WPM - Red Cross Volunteer - Secretary, Girl Scout Troop - Truman High School Varsity Girls Basketball – Lettered One Year.
INTERESTS & HOBBIES	Hiking, reading, traveling, visiting museums and stamp collecting
REFERENCES	Available Upon Request

Internship Manual for Students

High School/High Tech
Summer Internship Forms
Table of Contents

1. Welcome
2. Introduction and Objectives of the Program
3. Summer Employment Job Opportunities
4. Standards of Dress
5. Tips on Keeping your Job
6. Internship Log
7. Parent Survey
8. Student Survey

1. WELCOME

To All High School/High Tech Internship Participants

Welcome to the High School/High Tech summer internship experience. This program has been designed to offer opportunities to learn about new technology, as well as what high technology careers are available. Take advantage of the opportunities that are available at your particular job site.

Become familiar with your job and the duties that are expected of you. You and the High School/High Tech Project Director will be discussing opportunities that will help you to achieve your goals.

This manual has been prepared to answer some of the questions you may have about the program. Take a few minutes and review the information. If you have any questions please ask the High School/High Tech Project Director to review this with you.

Enjoy your work Experience!

____
Student

____
Job Site

2. INTRODUCTION AND OBJECTIVES OF THE PROGRAM

Welcome to the High School/High Tech Work Experience. As a participant in this program, you will have the opportunity to learn new work skills. Most importantly, you will discover first hand knowledge about careers in high technology.

The supervisor at your employment site and the High School/High Tech staff are working together to make this a productive experience.

This manual will explain the program and offer tips on how to have a successful internship.

- As you complete your daily tasks remember to ask pertinent questions.
- Observe what happens within your department.
- Notice the types of careers represented in your department.
- Look at the ways the department functions.
- Observe the way in which the professionals help each other do their jobs.

3. SUMMER INTERNSHIP OPPORTUNITIES

High School/High Tech
Summer Employment Opportunities

Employment Position Sheet

Name of Organization: ____

Today's Date: ________________ Dates position is available: ________________

Name of Supervisor: ____

Department: __________________ Telephone: __________________________

Address: ____

____

Position Title: __________________________ Pay Rate: ___________________

Total Hours Per Week: ____________________ Job Hours: __________________
Indicate if flexible

Employment Description (duties and responsibilities):

____

____

____

Qualifications:

____

____

____

Equipment to be used while on the job:

____

____

____

Training offered on the job:

____

____

____

Do you have any employees that are willing to mentor a student?

____

____

Any special transportation resources which a student may use?

BUS METRO BOTH OTHER, PLEASE DESCRIBE:

____

____

____
Individual Completing This Form

____
Telephone Number

Please Return This Form To:

4. STANDARDS OF DRESS

Standards That Apply to All Employment Settings:

Male

- Cleanly shaven, or trimmed beards, mustaches
- Hair neat, trimmed, combed, clean
- Appropriate clothing
- Comfortable, but appropriate foot wear

Female

- Hair neat, trimmed, clean, brushed
- Appropriate clothing
- Comfortable, but appropriate foot wear
- Use moderate application of makeup.

Participants should keep in mind that some of your colleagues in the workplace have sensitivities to such things as scented personal care products (deodorants, perfumes, colognes, aftershaves). Please keep your use of such items to a minimum. Good hygiene is essential to the workplace. Leave your employer with a lasting impression of your professionalism.

5. TIPS ON KEEPING YOUR JOB

You can make your work experience enjoyable and a good learning experience. There are three basic guidelines:

- Report to work on time and follow directions.
- Ask questions if you need help.
- Take pride in your work-do your best.

Your employment supervisor can help you better if he or she is aware of your problems. Don't run away from your problems, or make believe they aren't there. If you have any problems with your job, let your employment supervisor know right away so that the problem can be resolved quickly. Also, let the High School/High Tech Project Director know about the problem immediately.

Keeping a job requires more than doing the work. It also requires dealing with such difficulties as getting the job, possible boredom with work, or problems with other workers or your supervisor. You must stay with the job and reduce these problems. By improving your own performance and developing good work habits, you may solve some of these problems and get more personal satisfaction. The following are tips for keeping your job and receiving a good evaluation.

1) Show Up Every Day

Your employer needs you as much as you need the job. What you are doing is important. If you don't show up, someone else has to do your work. This could affect the entire project. If you are really sick or have a real emergency where you can't go to work, call your employment supervisor at the job as soon as possible.

2) Come to Work on Time

Coming to work on time means starting on time - not what time you walk in the door. Make an effort to arrive at least five minutes before your scheduled time. This display of punctuality will show your employer you take your job seriously and that you are reliable. If you show up late for work, you are holding up everyone else.

3) Find Out How You Are Doing

During your internship, the High School/High Tech Project Director will contact you and your employment supervisor to evaluate your progress. You should ask them how you are doing and what needs to be improved.

Don't be afraid of constructive criticism. It is not an attack. It is meant to improve you and your work.

4) Listen and Ask

a. Be sure that you know what your duties are.
b. Be sure you know how to do your work correctly.
c. Listen carefully and ask questions.
d. Don't be afraid to say, "I don't understand."
e. Be sure you know what you are doing before you start a task.
f. You may want to write down important instructions.

5) Keep Busy and Exhibit a Hard-Working Attitude

If you find that you run out of work, don't sit around waiting for someone to tell you what to do next. Find you job supervisor and let him/her know that you have completed your tasks and need more work to do.

6) Do Your Best

Always do your best. You may not enjoy parts of your job but always do your very best and be proud of your work.

7) Be Friendly and Exhibit a Positive Attitude

Make a real effort to get along with others. Don't let your personal problems affect your job performance.

8) Your Job Supervisor and You

Your job supervisor is responsible for showing you the work that is to be done. He or she will tell you the work to be done and demonstrate how to do it correctly. He/she will demonstrate the use of machinery or special equipment.

9) Behavior Standards on the Job

You are expected to act in a professional manner. Disciplinary actions will be taken for the following:

_ Unauthorized use of phones or equipment for personal purposes
_ Theft or destruction of property
_ Absenteeism or tardiness
_ Use and/or selling of alcohol/drugs or tobacco products in workplace
_ Fighting or insubordination
_ Use of profane or abusive language

6. HIGH SCHOOL/HIGH TECH INTERNSHIP LOG

Please complete this form and return to ____________________ at the end of each week.

Intern Name: ____

Week of: ____________________ Total Hours Worked: ____________

Duties Performed: ____

____

New Skills Learned: ____

Comments: ____

____

____

Date Worked Month/Day/Year	Hours From: To:	Total Hours

Supervisor's Signature: ________________________ Date: _________

Supervisor's Name (Print) ____________________________________

7. HIGH SCHOOL/HIGH TECH PARENT SURVEY

Please complete this survey and mail it to ________________________.

1. a. What were you expecting the High School/High Tech Summer Work Experience to provide for your son/daughter?

   ____
   ____
   ____

   b. Were your expectations met?

   ____

2. Describe the benefits your child has received from his or her participation in the program.

   ____
   ____
   ____

3. Describe the benefits you received from his or her participation in the program.

   ____
   ____
   ____

4. a. Would you recommend High School/High Tech summer Work Experience to other parents and students?

   ____
   ____

   b. Why or why not?

   ____
   ____

5. What changes would you have made to make the program more beneficial for your son/daughter?

   ____
   ____

____

Your Name Date

____

Son/Daughter's Name

8. HIGH SCHOOL/HIGH TECH STUDENT SURVEY

Middle of Summer Assignment

Dear Student,

Please take a few moments to complete this survey. We will use this information to plan the rest of your summer experience. Please return it to the High School/High Tech Project Director.

1. What have you learned (or observed) about the use of technology on your job or within the agency when you were working?

   ____
   ____
   ____

2. What types of technology have you used in your work?

   ____
   ____

3. List the skills you have developed or improved through your participation in the High School/High Tech summer internship.

   ____
   ____

4. Are there any opportunities you would like to explore in the remaining weeks?

   ____
   ____
   ____

________________________ Student's Name	______________ Date
________________________ Job Site	______________ Job Position

Sample Position Description

High School/High Tech Program Coordinator

SUMMARY

Coordinates and supervises the activities of High School/High Tech which include vocational development and placement services for students with disabilities by performing the following duties.

ESSENTIAL DUTIES AND RESPONSIBILITIES

To include the following. Other duties may be assigned.

Responsible for managing the daily operation of the High School/High Tech Program.

Implements activity, internship, and job placement services and procedures.

Maintains positive, constructive relationships with stakeholders – consumers, educational systems, referring agencies, funding sources, business community, families, and the community at large.

Assists student participants in developing individualized employment plans based on appraisals of aptitude, interests, personality characteristics, and other relevant vocational factors.

Develops job and situational assessments that correspond to the participant's individualized employment plans; facilitates the placement process for employers and participants.

Develops, coordinates, and implements summer activities including orientations, internship placements, student seminars, and career exploration trips.

Develops and implements High School/High Tech policies and procedures, memorandums of understanding, and other agreements.

Assesses work sites regarding access barriers/modifications and educates employers on reasonable accommodations.

Markets High School/High Tech program to prospective employers, providing information on incentives, both financial and personnel-related (meeting present and future labor needs.)

Establishes yearly goals and objectives for the project.

Coordinates the HS/HT Advisory Council Meetings.

Promotes and develops on-the-job training program opportunities with employers and assists in writing contracts and memorandums of understanding.

Implements instruction of participants in resume building, job search, interviewing techniques, and appropriate work habits and interpersonal skills necessary for success in competitive employment.

Oversees evaluation of consumer performance at work site and uses data to determine if changes are necessary.

Writes reports, evaluations, progress notes, and other documentation in an accurate and timely manner.

Obtains employer and participant satisfaction questionnaires.

Completes job and task analysis for internship placement.

Maintains ethical and competent participant relationships and delivery of services.

Memorandum of Understanding

U.S. Department of Labor

Employment Standards Administration
Office of Federal Contract
Compliance Programs
61 Forsyth Street SW
Atlanta, Georgia 30303

MEMORANDUM OF UNDERSTANDING

I. PURPOSE

The purpose of this agreement is to foster cooperation and coordination between the Office of Federal Contract Compliance Programs (OFCCP), Employment Standards Administration (ESA), U.S. Department of Labor, and the Georgia Committee on Employment of People with Disabilities (GCEPD).

This agreement will clarify the role of each agency in areas of shared goals/missions, ensure more efficient use of resources, and create the opportunity for joint public outreach activities.

The Memorandum of Understanding (MOU) will further the common goals of providing equal employment opportunity, protecting against discrimination and requiring affirmative action in all personnel practices for disabled individuals, and special disabled veterans pursuant to Title I of the Americans with Disabilities Act (ADA), Section 503 of the Rehabilitation Act of 1973, as amended (Section 503), and the Vietnam Era Veterans Readjustment Assistance Act of 1974, as amended, 38 USC 4212 (VEVRAA).

II. BACKGROUND

OFCCP and GCEPD have historically had intersecting interests regarding the disabled community and this agreement will expand that relationship.

OFCCP has primary responsibility for insuring that Federal contractors and subcontractors (references in this document to Federal contractors include subcontractors) comply with laws protecting employees from discrimination based on race, color, sex, religion, and national origin, as well as protecting persons with disabilities, special disabled veterans and Vietnam Era veterans from discrimination. OFCCP is also responsible for ensuring that non-exempt contractors take affirmative action to employ and advance protected veterans in employment. The Federal statutes/executive order enforced by OFCCP are:

- Executive Order 11246, as amended
- Section 503 of the Rehabilitation Act of 1973, as amended
- Vietnam Era Veterans Readjustment Assistance Act of 1974, as amended
- Americans with Disabilities Act

GCEPD has responsibility for implementing, and facilitating projects undertaken by the President's Committee on Employment of People with Disabilities. The President's Committee has undertaken several projects in recent years, which are described in Exhibit A.

III. PROVISIONS

A. APPOINTMENT OF LIAISONS/AGENCY CONTACTS

The Regional Director, Atlanta Regional Office OFCCP and the Chairperson of the GCEPD will appoint agency contact points to maintain liaison concerning items of mutual interest, including matters set forth in the MOU.

B. TRAINING

To the extent necessary to familiarize each agency with the other's jurisdiction and to enable each agency to recognize useful information that will identify potential problem areas for referral to the other agency:

OFCCP will provide training and relevant materials to the staff of GCEPD, including inviting GCEPD to participate in any future management and staff training sessions, as appropriate.

GCEPD will provide training and relevant materials to the staff of OFCCP, including inviting OFCCP to participate in any future forums, initiatives, and programs of mutual interest, as appropriate.

C. DISSEMINATION OF INFORMATION

Both agencies agree to disseminate educational materials on behalf of the other agency to employers, disabled individuals, Vocational/Rehabilitation Services, disability interest groups, and the general public.

Educational materials will be shared during technical assistance contacts, reviews and investigations with the above individuals and organizations.

D. COORDINATED PUBLIC OUTREACH EFFORTS

GCEPD and OFCCP will seek to coordinate their public outreach efforts to maximize dissemination of information regarding their programs to disabled individuals, organizations, and employers. OFCCP will assist GCEPD in addressing groups representing disabled individuals, Vocational/Rehabilitation Services and employers. GCEPD will assist OFCCP in addressing employers in the Federal contractor community, disabled groups representing disabled individuals, and Vocational/Rehabilitation Services providing services to disabled individuals.

The agencies will conduct at least one joint public forum a year in Georgia. Agency liaisons will coordinate appropriate press releases.

IV. AGREEMENT

The parties agree that this Memorandum of Understanding (MOU) does not constitute a legally binding agreement and that either party may terminate the MOU after providing thirty (30) days written notice to the other party.

The undersigned hereby agree that this document represents the understanding among them.

DATE: ______________________ DATE: ______________________

____
Ms. Lee Miller
Chairperson
Georgia Committee on Employment of
People With Disabilities

____
Carol A. Gaudin
Regional Director
Office of Federal Contract Compliance
Programs – Region IV

Exhibit A

- **The 1997 Workforce Recruitment Program** – This program aims to provide summer work experience and/or full-time employment, for college students with disabilities. College recruiters develop a college database listing the qualifications of each student, which is accessible to employers in the public and private sector. These candidates represent all majors, and range from college freshmen to graduate and law students.

- **Job Accommodation Network** – JAN is a toll free information and referral service on job accommodations for people with disabilities; on the employment provisions of the Americans with Disabilities Act; and on resources for technical assistance, funding, education, and services related to the employment of people with disabilities.

- **Business Leadership Network** – The BLN is a national employer-led program in concert with state Governors' Committees that engages the leadership and participation of companies throughout the United States to hire qualified job applicants with disabilities. This program offers employers pertinent disability employment information; a network of companies sharing information on specific disability employment issues; the opportunity to provide training and work experience for job seekers with disabilities; and recognition for best disability employment practices.

- **Outreach to Small Business** – The goals of this project are to educate small and medium-size businesses about the ADA; the benefits of hiring, retaining, and promoting people with disabilities; and resources easily accessed by those businesses. This project utilizes the expertise of the Employer Subcommittee to develop materials and implement marketing strategies to reach small businesses, trade associations and professional service organizations.

- **Cultural Diversity Initiative** – This project seeks to improve employment opportunities for minority persons with disabilities. A significant part of this project includes training minority individuals with disabilities, who in turn will be able to educate others within their respective communities on the ADA, and disability employment issues. Another aspect of the project involves working with the minority organizations to develop strategies they can pursue to reduce the high unemployment rate of minorities with disabilities.

- **High School / High Tech** – The purpose of the High School/High Tech Program is to encourage students at the secondary level, and below, to take the necessary academic preparation and skill training to pursue careers in engineering, science and high technology fields. The program provides paid internships and mentoring for high school students with disabilities.

- **Disabled Veterans Employment Forum** – The subcommittee on Disabled Veterans conducts regional forums to review employment issues facing veterans with disabilities in specific geographic areas. Executive summaries, identifying issues that need to be addressed, are prepared for each forum.

- **Perspectives on Employment of People with Disabilities in the Federal Sector** – This annual conference, which is co-sponsored by 10 federal agencies and chaired by the President's Committee, brings together federal EEO officials and personnel representatives who deal with issues that affect the employment of people with disabilities within the federal government.

Georgia Department of Education
Office of the State Superintendent of Schools
Twin Towers East
Atlanta, Georgia 30334-5001
Web Page: http://www.doe.k12.ga.us
(404) 656-2800 Fax (404) 651-8737
January 20, 1998

Linda C. Schrenko
State Superintendent of Schools

MEMORANDUM

TO: Special Education Directors
Vocational Directors

FROM: Linda C. Schrenko

SUBJECT: Georgia High School/High Tech Program

Georgia Department of Education staff has received the Georgia High School/High Tech Program sponsored by the Governor's Committee on Employment of People with Disabilities. This is an enrichment program for students with disabilities encouraging them to explore the fields of science, engineering, and technology as they begin to make career decisions. The enrichment program is a community-based partnership, with educators, rehabilitation professionals, and business leaders, offering students opportunities in a variety of learning experiences that include corporate sit visits, mentoring, job shadowing, and employment among others. Participation in the Georgia High School/High Tech Program allows students to develop career choices and achieve their dreams as they transition from high school to adult life.

I feel that this is a worthwhile program and may be one that your system would like to include in your continuum of services and options for students with disabilities.

LCS: jmd
Cc: Dr. Calvin Gill
Dr. Holly Robinson
Dr. Robert Bellamy
Ms. Sue Dohrmann
Ms. P. Paulette Bragg

Muscogee County School District
Columbus Georgia

Program for
Exceptional Students

David A. Stola
Director

TO: High School Principals

FROM: David A. Stola

DATE: December 2, 1997

SUBJECT: High School/High Tech

The 1996-97 school year was very successful for a new program called High School/High Tech. I have attached a recent newspaper article to help increase your understanding about the benefit of this program to your students.

We want you to begin referring students with disabilities to this office who you ascertain have the interest and maturity to achieve the goals of the High School/High Tech Program (see attachment). A referral should be in the form of a Letter of Recommendation. Please state the reasons for your recommendation. Talk about the student's strengths, interest, and motivation. Address your Letter of Recommendation to me.

THE FOLLOWING SUGGESTIONS AND TIMELINES WILL BE FOLLOWED DURING THE 1997-98 SCHOOL YEAR

1. Students do not have to receive special education services in order to be considered disabled.
2. Students with all types of disabilities should be recommended.
3. Each high school should recommend at least four (4) students.
4. Students recommended must be at least 16 years old and demonstrate an appropriate maturity level
5. Acceptance in the High School/High Tech Program will continue the student's education. It is a career internship program designed to expose the student to the work place.

6. We encourage student referrals immediately upon the receipt of this correspondence. March 1, 1998 will be the cut-off date for receiving referrals.
7. Interviewing students recommended, and the teachers/staff who referred the students, will begin after March 1, 1998 and end no later than March 31, 1998.
8. Students selected by the interviewers as appropriate candidates for this program will be scheduled for interviews with prospective employers in April 1998.

We look forward to hearing from you soon.

DAS/jmd

Attachments (3)

Cc: Mr. Gordon Stallings
Mrs. Brenda Dozier
Special Education Teachers (High School Only)
Mrs. Lee Miller
Mr. Ronald Frazier
Mr. Wayne Means
Mr. Andrew Weaver
Mr. Homer Wells

Tips for Working with News Media

The media can be a useful vehicle in increasing visibility of the national High School/High Tech program's mission and accomplishments. Please involve them in promotional planning from the start so that they can assist you in promoting your local project. Your corporate and organizational partners may also have public relations professionals on hand who are eager to contribute their expertise.

HOW DO YOU INTRODUCE HIGH SCHOOL/HIGH TECH TO THE PRESS?

Making an effort to learn about your local news media is as important as making your project known to them. Don't wait until you need publicity. Request brief face-to-face appointments with newspaper editors, as well as television and radio news directors, for the purpose of sharing information. Explain that you would like to meet at a time when the individual is not on deadline. At the meeting, inquire about what the medium considers newsworthy, your key contacts, the best and worst times to be in touch, preferred methods by which information should be sent, and how deadlines work. And, of course, offer a concise description of your program and any relevant upcoming events. Many media representatives appreciate community leaders who show respect for what they do. In turn, they are more likely to care about your issues.

WHEN SHOULD YOU CONTACT THE MEDIA?

You might contact the press for help in soliciting program participation or to obtain coverage of planned events. While your project is likely to celebrate many successes, it is important to recognize which ones are – and are not – newsworthy. Before contacting the media, consider whether your "story" has news value for the general public or a target audience: Is there a tie to an issue of importance to the local community? How will your event or activity impact upon this problem or concern? What will readers/viewers/listeners gain from learning about this information? Every meeting, speaker and activity does not have news value. However, the launch of a new program, celebrity guest, or corporate sponsorship announcement are a few examples that might merit coverage. Often one or two parts of an event are newsworthy, and you should frame them as such for appropriate media.

WHICH MEDIA SHOULD YOU CONTACT?

When planning promotional strategies, think about which local media are likely to reach your ultimate audience. Are you trying to target businesses, parents, teenagers, educators, or some other group? If you truly have a story of national interest, you may wish to pitch it to national media, too.

Ponder the nature of your event:

- If the story will include good opportunities for action photographs and video, point these out to television stations.
- If a picture alone will say a thousand words, suggest that newspaper and television outlets send only a photojournalist. Provide precise times for ideal photo opportunities.
- If you have a knowledgeable spokesperson who can offer engaging sound bites, alert appropriate radio programs.
- A particular magazine may be interested in following a long-term project or person who offers a compelling human-interest perspective.
- If the event is a daylong meeting with a famous lunch speaker, that portion of the program may be conducive to both broadcast and print coverage.

You will also need to identify the best individual to contact at each news outlet:

- For all media formats, if you have cultivated personal contacts who are interested in youth and disability issues, by all means use them.
- For television stations, the assignment desk is the best place to begin.
- For radio, contact news directors regarding news items, producers about potential talk show guests and public service directors regarding public service announcements.
- Newspaper are organized by "desks" (business, features, lifestyles, etc.); choose the one that fits best with your event and ask which reporter is likely to be interested.
- While it is not always necessary to talk to a human being, on occasion you will probably want to make a personal connection by placing a phone call. Most reporters, editors and producers are slaves to their deadlines. Be aware of time constraints, ask whether it is a good time to chat briefly, and get right to the point. Be ready to fax, e-mail or mail follow-up information depending upon each individual's preference.

WHAT ARE THE MOST EFFECTIVE MEDIA STRATEGIES?

Among the most common tools for attracting media attention are the:

- **News Release** – a one or two page announcement about an event, activity, milestone, statistic, call to action, etc. Facts should be articulated in concise sentences and paragraphs. The lead should address who, what, when, where and why. It may be appropriate to include a publishable quote or two from program leadership or participants.

- **Media Advisory** – a one page summary about an upcoming event or activity which provides pertinent details (again including who, what, when, where, why) in the format of bullet points. It should require only a quick read.

- **Press Kit** – a folder of materials which may include a news release or media advisory, background information about High School/High Tech, student biographies, etc. Press kits are generally made available at the site of an event. You may also send them by mail to a limited number of media representatives who already have expressed interest in learning more about a given event or the overall project.

- **Public Service Announcement (PSA)** – information about your program or event carried free of charge as a service of radio, television or print news outlets. Because radio stations use public airwaves, they are required to set aside a designated portion of airtime to make these announcements (typically 30, 45, or 60 seconds each). Many local television news stations and print publications also make time/space available for PSAs. Use PSAs to publicize opportunities – corporate sponsorship, requests for volunteers, etc. – for the public to contribute to your project.

- **Press Conference** – a brief meeting scheduled to make an announcement to media in person. The topic must be of timely and critical community interest to justify this strategy. The spokesperson, too, should be recognized by invited media as an expert on the topic.

GENERAL MEDIA TIPS:

Whether contacting press by phone or in writing, always provide local contact information. Include a phone number for the site of the planned event so that media can reach you at all times. Also provide a national office contact who can offer a national perspective.

Anticipate photo opportunities and be prompt for pre-arranged photography appointments.

At events, have an interview area with adequate lighting and noise control set aside.

Choose articulate, knowledgeable spokespersons, whether they are program coordinators, educators, employers or students. Whenever possible steer media to student groups representative of diverse racial/ethnic backgrounds, both genders and a variety of disabilities.

Proofread materials for accuracy and errors. Crisp packaging and attention to detail enhance credibility – but don't be fancy.

SAMPLE PRESS RELEASE:

Contact:

Jennifer Kaplan
President's Committee
202-376-6200, x53
kaplan-jennifer@pcepd.gov

Bryan Stoll
Alliance, Inc.
410-282-5900, x3068
bstoll@allianceinc.org

BALTIMORE HIGH SCHOOL STUDENTS WITH DISABILITIES TO "ILLUMINATE" THEIR ABILITIES THROUGH SCIENCE EXPERIMENT

WHAT: Thirty high school juniors with disabilities will test bioluminescent bacteria to identify antibacterial properties used in treatment of human disease. When exposed to light, these bacteria resemble illuminated fireflies.

The hands-on lab experiment will headline a program to kick-off Baltimore's Expanding Horizons project, which is affiliated with the national High School/High Tech initiative coordinated by the President's Committee on Employment of People with Disabilities. High School/High Tech encourages high school students with disabilities to pursue career interests in science, mathematics and technology. The organization Alliance, Inc. will sponsor Expanding Horizons on the local level.

WHO: Expanding Horizons participants are recruited from Dundalk, Chesapeake, Kenwood, Overlea, Patapsco, Sparrows Point and Sollers Point/Southeastern High Schools.

WHY: Today's working-age Americans with severe disabilities face an unemployment rate exceeding 70 percent. High School/High Tech helps youth with disabilities to build the confidence that they will need for the 21st century workforce through hands-on activities and exploration.

WHERE: The University of Maryland's Center of Marine Biotechnology in Baltimore's Inner Harbor (Pier 6)

WHEN: **Tuesday, November 30, 1999**

Introduction to Expanding Horizons – 9:30 to 10:15 a.m.
Meet the Scientist Discussion – 10:15 to 10:45 a.m.
(Natural Products and Biosensors)

Student lab experiment – 10:45 a.m. to 12:30 p.m.

Meet the Scientist Discussion – 1:30 – 2:00 p.m.
(A Fish Censor for the National Marine Fisheries Services)

- more -

Future activities of the new Expanding Horizons program will include paid internships with local businesses and organizations, job site visits, career shadowing, guest speakers and high-tech demonstrations. Planning assistance for post-secondary education, training and job placement will be available to participating students during their senior year.

The President's Committee on Employment of People with Disabilities is a small federal agency based in Washington, DC. The Committee's mission is to communicate, coordinate and promote public and private efforts to enhance the employment of people with disabilities. The Committee provides information, training and technical assistance to America's business leaders, organized labor, rehabilitation and service providers, advocacy organizations, families and individuals with disabilities. It also operates the Job Accommodation Network (JAN), a toll-free information service on workplace accommodations and the employment provisions of the Americans with Disabilities Act. Additional information about the President's Committee is available on the Internet at <www.pcepd.gov>.

Time Line of Activities from the Georgia Statewide High School/High Tech Program

OCTOBER

- Hold meeting for the High School/High Tech Business Advisory Committee.
- Meet with WIA officer to reserve slots for summer internships.
- Plan workshop for student trip to Kennedy Space Center for John Glenn Launch.
- Nominate and select High School/High Tech students for the year.
- Recognize High School/High Tech students and team at Mayor's Committee Annual Awards Banquet, featuring Georgia Secretary of State. Event sponsored by corporate entities and includes awards presentation to High School/High Tech students and team (Chamber of Commerce, local county school district representatives, Mayor's Committee, Division of Rehabilitation Services, Department of Human Resources, Columbus State University, Cessna Aircraft, AFLAC, and others).
- Attend Albany Awards Banquet at Albany State University.
- Meet with Special Education Superintendent and local county school district representatives to set guidelines and time line for the upcoming High School/High Tech summer internship program. All high schools invited to nominate students for program.
- Host National High School/High Tech Program Manager.
- Professional videographer produces Georgia High School/High Tech promotional video.

NOVEMBER

- High School/High Tech students and team travel to Kennedy Space Center for John Glenn launch, educational instruction, and social activities with Florida Space Coast Center High School/High Tech students.
- Columbus High School/High Tech students appear on NBC/TV affiliate to report on John Glenn launch.
- Attend National Association of Governor's Councils Southern Regional meeting; present Georgia High School/High Tech report; discuss partnerships with adjoining states.
- Meet with foundation representatives to identify funding for program.

DECEMBER

- Student workshop at Columbus State University.
- Present Georgia High School/High Tech to Georgia Rehabilitation Association Board.

JANUARY

- Develop, write, print, and assemble High School/High Tech guide for Regional High School/High Tech Project Directors.
- Hold statewide meeting with Regional Coordinators; distribute Georgia High School/High Tech guides and video; preliminary plans for new projects developed.
- Attend Georgia State Rehabilitation Council Meeting and present program.
- Develop local High School/High Tech program brochure.

FEBRUARY

- Develop local mailing list including Department of Education personnel, education partners, Chamber of Commerce members in high tech fields, and other appropriate individuals.
- Plan spring kick-off event for High School/High Tech students, parents, and employers.
- Secure sponsors for kick-off event.
- Send invitations for kick-off event.

MARCH

- Hold "Fun Lunch" at Coca Cola Space Center to present program and students to members of Columbus Chamber to encourage more companies to sponsor summer interns.
- Hold organizational meeting/ kick-off event for interested students, companies, and parents.
- Establish partnership with Atlanta Industry Liaison Group; develop contacts with representatives of IBM, Motorola, UPS, U.S. Department of Labor, and others.

APRIL

- Meet with students and parents about trip to Kennedy Space Center Space Congress.
- Identify students and employers for summer internship program.
- Evaluate students and identify corporate site visits.
- Students attend Kennedy Space Center's Space Congress.

MAY

- Georgia State Rehabilitation Council meeting; Georgia Committee budget presented to Council for next fiscal year.
- Students and team meet to present reports on Kennedy Space Center trip.

JUNE

- Host program planning meeting; meet with grant writers; prepare grants.
- Students attend computer training.
- Summer internships begin.
- Plan summer banquet; secure support.

JULY

- Summer internships; mentoring; shadowing; and training.
- Students visit Fernbank Science Center and Planetarium.
- Work begins on a High School/High Tech program website.

AUGUST

- Host a summer banquet at close of internship program. Students, employers, and parents attend.

SEPTEMBER

- Print High School/High Tech brochure.
- Send out invitations for Business Advisory Committee meeting.
- Call for nominations for High School/High Tech students.
- Plan site visits for the school year.

(Source: Columbus, Georgia, High School/High Tech Program)

High School/High Tech Project Report to *the President's Committee on Employment of People with Disabilities*

Thanks to you, the High School/High Tech Program is experiencing incredible growth. In the process, we want to make sure that we are able to document it. By doing so we can better demonstrate our success to potential sponsors in both the private and public sectors.

- We are looking for information from the Fall of 1998 through the Summer of 1999.
- We would like to receive your report no later than March 1, 2000.
- Please fax your report to us at (202) 376-6868, attention Willie Williams, or send

To: Ms. Willie Williams
HS/HT Report
1331 F Street, NW, 3rd Floor
Washington, D.C. 20004

- If you have any questions, please call us at (202) 376-6200 ext. 24.
- If you have multiple sites, please be sure to complete one form for each site. Thanks so much.

For purposes of the report, we are designating October 1, 1998, through September 30, 1999, as the High School/High Tech year. If you have another designation, please note it below.

Our High School/High Tech year started in
__________ **199_ and ran through** __________ **1999.**
*Please assume that all the following questions relate to your specified year.

Your Contact Information:

Your Name: ______________________
Title: ______________________
Organization: ______________________
Address: ______________________
City, State, Zip: ______________________
Phone/Fax: ______________________
E-Mail: ______________________
HS/HT Website: ______________________

The President's Committee on Employment of People with Disabilities

1. **Number of Students involved in High School/High Tech (HS/HT) from September 1998-August 1999**

	Freshmen	Sophomores	Juniors	Seniors	**Total**
Paid Internships					
Site Visits					
Mentoring					
Training					
Total Number of Students					

2. **Student Disability Profile**
Please Describe in general terms the types of disabilities represented by the students in your HS/HT Program last year and the estimated number of students representing them (percentage breakdowns are fine).

Type of Disability	Number or Percentage of Students involved in your HS/HT program this past year
Learning Disability	
Orthopedic Impairments	
Visual Impairments (including blindness)	
Hearing Impairments (including deafness)	
Emotional Impairment	
Psychiatric Impairment	

Type of Disability	Number or Percentage of Students involved in your HS/HT program this past year
Traumatic Brain Injury	
Mental Retardation	
Autism	
Speech or Language Impairments	
Other (please specify)	

3. **Description of Paid Internships**

a. What was the average duration of the paid summer[1] internship experiences (please circle)?
2-3 weeks 3-4 weeks 4-5 weeks 5-6 weeks 6-7 weeks 7-8 weeks Other____________

b. On average, how many hours did students work per week (please circle)?
20-25 hours 25-30 hours 30-35 hours 35-40 hours Other ____________

c. Please generally describe the paid internships by employer and by occupation type.

4. **Post-Secondary Education**
Number of seniors that participate in your HS/HT program that pursued post-secondary education _______.
If you can, please name schools that they are attending.

---

[1] If you had internships during the school year, please note this in section 3c.

5. Student Referrals

How were your HS/HT students referred to your program? Please describe.

6. Number of Participating Schools __________ (Please name them).

7. Funding Your HS/HT Program

Total HS/HT Budget for FY '99 (October 1, '99 – September 30, '99). If you use a different accounting year, please designate it and the budget.

__________________ (our budget year runs from ___________ to ____________)

What was the estimated cost per student participating in your program?
$________ per student (specifically internships)

Please describe your main sources of funding and the percent received from that source.

Government (total) __________
    Local __________
    State __________
    Federal __________
Business __________
Not-For-Profit __________
Other __________

8. Funding and Supporting for FY '00

What is your FY '00 (October 1, '99 to September 30, '00) budget?
$______________

Is the funding already in place (please circle)? YES NO
If not, please describe the amount needed and why it is needed.
(Note: We're collecting this information to present to our membership and other individuals who may be in a position to assist you with securing funds.)

9. Demographics

Please indicate the percentage of the High School/High Tech student population for the following:

_____ Females _____ Males

_____ American Indian or Alaskan Native
_____ Asian or Pacific Islander
_____ Black, not of Hispanic origin
_____ White, not of Hispanic origin
_____ Hispanic

Seminar and Activities

ASPIRA's High School/High Tech program designed a series of seminars for High School/high Tech students participating in their program. Here's a sample of what they have planned.

Seminar and Activities

Introduction to Seminars and Activities

In the next pages you will find a draft listing of the ASPIRA High School/High Tech seminars. These seminars were crafted based upon the guidelines provided by the original HS/HT program. As a result, there is no flexibility in the titles of the seminars but there is flexibility in the location, date, topics, sequence, speakers, and resources for the seminar activity. In essence, the following areas need to be considered for each activity:

- **What should be the format for each activity?** One speaker, panel, time, Q&A, topics, food, objectives, etc.
- **When and where should the activity take place?**
- **Who should lead the activity?** Speakers, guides, moderator, etc.
- **What is the content, schedule, or topic for each activity?**
- **What are other needs for each activity?** Space, people, food, expertise, groups, hand-outs, activities, web sites, transportation, access, sign language, materials in multiple formats, etc.
- **What resources are needed to cover the needs?** Speakers, volunteers, organizations that do similar work, experts, donated space/transportation, etc.

By using these seminar draft descriptions (and the Activity Review Form), the committee can make wise decisions on the above questions. The role of the facilitator is to gracefully extract key information for the committee: Do you know anyone who could be a speaker for this seminar? Can someone volunteer space? Does anyone know of an organization/person that specializes in the topic? Does anybody have any resources/handouts that could be useful for this seminar? And so on…

Each of the above areas is examined in the Planning Committee Review Form. Not all topics listed need to be covered in the draft seminars. In fact, some seminars list more topics than can be covered in the allotted time frame. This is done so that the Planning Committee has flexibility in when choosing a speaker. Also, the topics or speakers do not have to be arranged in the sequence that they appear. These can be arranged by the Committee or by the speakers themselves, according to what they see as most effective. Finally, the type of speaker listed may not be the speaker for the seminar. That is to say, the committee may know of other professionals who can also speak on the topic or lead the activity.

The draft seminar descriptions are a road map for the planning committee and as such they are not written in stone. We want to keep the title of the seminars firm and provide speakers that will support the content area described by the title. It is therefore highly advisable that at least some of the speaker topics be discussed in each seminar. In any case, it is expected that the high school students learn from seminars provided by competent professionals with good experience in their areas of expertise.

Sometimes, the members of the planning committee will volunteer to look for the information needed (in which case a follow-up call is necessary). The General Seminar Format listed next is an approximate description of how each seminar would be conducted. This provides the "skeleton" for each seminar. If you like, a modified version of this form can also be passed around at each seminar to the students, or it can be used by the facilitator as a guide to the evening. The form, however, and some of the seminars (or activities) may be slightly different in format and education.

In the following pages, you will find a draft description of each seminar and activity to be implemented through the program. Each seminar description page contains the following items:

- Title
- Duration (How long the activity should last?)
- Location (Where the activity should be held?)
- Format (Panel, presentations, visit, open, etc.)
- Objectives (What the activity will accomplish?)
- Outline (Procedure, topics or areas to be covered through the activity)
- Comments (Pointers, tips, explanations)

We ask that you take some time to look over each of the seminars and activities to familiarize yourself with them. At the planning committee meeting, each member will receive a draft sheet. The committee will then discuss each activity – the committee may decide to have more or fewer speakers than those listed. Also, they may want to choose only one or two topics since several are provided. Or, they may want to leave the decision of the topic to the speaker. Be that as it may, once the Activity Review Form is completed by the committee, the seminar is set and next step is to recruit the speaker and find the necessary resources to implement the seminar.

Rec[illegible]ng Speakers for the Seminar

The planning committee will provide you with the name, organization, and phone numbers of several speakers (and backup speakers) for each activity. Please call speakers well in advance – if possible right after the Committee meeting – to recruit the speaker. The speaker may be unavailable on the specific date. If so, use your backup speaker; ask them if they know of anyone else who could speak on that topic. Chances are they will know a person or two who can do it.

If the speaker is available, you will need to discuss with them the topics at hand. They may wish to expand on one topic or speak on a variety of topics. Since they are experts in their area, it is better to leave it up to them. They do need, however, the following information, which you should have ready at the time you call:

- Who your audience is (25 High School disabled students)
- The topics they need to speak on
- The format of the activity (seminar, presentation with overheads, etc.)
- How long you'll want them to speak for.

All this information should come right out of the Activity Review Form. In addition, the speakers should fax you a short bio (one paragraph) so that you can introduce them to the students. They may also ask (or you may want to give them) the name and phone number of other speakers presenting on this date. This is commonly done so that speakers don't overlap on their presentations or so that their presentations complement each other. Also, ask them which handouts, brochures, pamphlets, or any other they will be bringing to the presentation. You can volunteer to make copies of the materials if they mail or fax them to you.

Implementing a Seminar

When implementing a seminar, you can follow the General Seminar Format sheet on the date the activity takes place. It is important to let the audience know what they're in for (the objectives of the activity and agenda for the day). They should also know when there would be breaks if the duration of the seminar were particularly long. Remember that part of the objectives of the project is for students to visit other locations (universities, colleges, laboratories, etc). So try not to have all the activities in the same place. Introduce each speaker through his or her bio (or let them introduce themselves, if they want to). If there are only one or two speakers you may not need a break. If you do break, make sure that the students know that they need to quickly get started once the break is over. The closing remarks are mainly to thank the speakers and should follow a question & answer period. After each seminar, students must complete an evaluation form. If you feel it's appropriate, an informal reception can follow. Remember that part of the idea is for students to learn and another part is for students to have fun.

ASPIRA HIGH SCHOOL/HIGH TECH
INTRODUCTION TO HIGH SCHOOL HIGH TECH AND GOAL SETTING SEMINAR
DRAFT

DURATION: 1 to 2 hours
LOCATION: ASPIRA
FORMAT: Open

PRESENTERS: ASPIRA Executive Director,
ASPIRA HS/HT Director
Interested Planning Committee Members
Parents

OBJECTIVES: Introduce students and staff, encourage participation in future activities, and motivate students.

OUTLINE:

- Introduce seminar (objectives and goals)
- General Introductions
- One or two icebreaker activities (e.g. Each person relates his/her favorite song, book or movie and tell why.)
- What is ASPIRA?
- Why are you here? (A few students relate their expectations.)
- What are the goals of the program? (Go over HS/HT brochure.)
- Go over schedule of activities (Set goals.)
    - Briefly describe activity
    - Go over time and location (Handing out a final written schedule would be very helpful.)
- Go over policies (Distribute written policies if necessary.)
    - Attendance
    - Lateness
    - Disruptions at meetings
    - Access & Students Needs
    - Other
- Distribute materials, binders, handbooks, notebooks, etc.
- Questions & Answers
- Brief closing remarks
- Complete Seminar Evaluation Form
- Reception for students and staff

COMMENTS: The main purpose of this meeting is for students to introduce themselves to each other, to ASPIRA staff, and to the ASPIRA High School/High Tech program. This is why the reception is an integral part of this activity. You can have the reception before the activity or you can have the activities during the reception (informally). If you chose to have the reception following activities please make clear that all students must attend it. It would help if set an ending time for this. The speakers should be somewhat motivational in their comments and give a glimpse of what is to come. This will motivate the students to attend future program activities.

ASPIRA HIGH SCHOOL/HIGH TECH

Study Skills/SAT Preparation/Financial Aid Seminar

Draft

DURATION: 2 to 3 hours
LOCATION: University
FORMAT: Two to three speakers (each speaker presents a topic for about 30 min)

PRESENTERS: University Admissions Staff
University Student Center Staff
ASPIRA HS/HT Director

OBJECTIVES: Introduce students to effective study skills and to the importance of the SAT and preparation for taking this exam.

OUTLINE:

Introduce seminar (objectives and goals)
Introduce speakers

University Student Center Staff Speakers
- Topic 1: Why is it important to have effective study skills in high school and in College?
- Topic 2: What are some effective study skills?
- Topic 3: Pitfalls & Tips
- Topic 4: Resources: Where can I get more information on study skills?
- Topic 5: Other

ASPIRA Staff Speaker
- Topic 1: Go over and complete ASPIRA Study Habits Inventory
- Topic 2: Other

University Admissions Staff Speaker
- Topic 1: The importance of the SAT
- Topic 2: Here's the Scoop: when to take it, how to register, etc.
- Topic 3: How to prepare for the SAT
- Topic 4: Resources: Where can I get more information on the SAT?
- Topic 5: All about admissions
- Topic 6: Other

University Admissions Staff Speaker #2 or ASPIRA Counselor
- Topic 1: Finding information on Financial Aid
- Topic 2: How to apply for Financial Aid
- Topic 3: Resources: Where can I get more information on Financial Aid?
- Topic 4: Other

Distribute materials, binders, handbooks, notebooks, etc.
Questions & Answers
Brief closing remarks
Complete Seminar Evaluation Form
Reception for students and staff

COMMENTS: One of the key areas of this seminar is for students to understand the importance of the SAT, as well as all the details surrounding it: dates, locations, testing allowances, practice books, etc. Of equal importance is that students get a grasp of the financial aid opportunities available to them. This should make attending a college a more realistic option for many present. General information on admissions will de-mystify the application process. Since study skills play an important role in the academic achievement of the students (thus increasing their chances of admission to a college or university), they are also included in this seminar.

ASPIRA HIGH SCHOOL/HIGH TECH

College Opportunities

Draft

DURATION: 2 to 3 hours
LOCATION: University or ASPIRA
FORMAT: 2 to 3 speakers (each speaker presents a topic for about 15-30 min)

PRESENTERS:

- University Admissions Staff
- High school or ASPIRA counselor
- Recent disabled student graduate
- Representative of Student Club or Association
- Dean (or staff) from Student Affairs
- Scientist with disability

OBJECTIVES: To help motivate students to succeed in high school and go on to college. To provide students with the necessary information to make an effective transition between high school and university.

OUTLINE:

Introduce seminar (objectives and goals)
Introduce speakers

High School or ASPIRA Counselor
- Topic 1: Importance of Campus Visit
- Topic 2: Choosing a major
- Topic 3: College Ranking and Information Guides
  - US World Report & News Report College Guide
  - Peterson's
  - NACME
  - Other

University Admissions Staff Speaker
- Topic 1: The importance of a college education
- Topic 2: Choosing a college
- Topic 3: Entrance requirements
- Topic 4: Schools with special emphasis for students with disabilities
- Topic 5: Different strokes for different folks
  - Public vs. Private
  - Community Colleges vs. State Universities
  - Small vs. Large
  - Urban vs. non-urban (location)
  - Student population (minority composition)

Dean (or staff) of Student Affairs
- Topic 1: The social aspect of college, having fun
- Topic 2: What to expect in college
- Topic 3: The college atmosphere
- Topic 4: Using the university support services

Representative of Student Club, Group, or Association

Topic 1: Social groups, clubs, associations, and more
Topic 2: Why is it important to join a group?
Topic 3: Name of some associations and what they do
Topic 4: How has being part of a club/group/association enriched your life?
Topic 5: Associations, Clubs, Groups for the disabled

Recent disabled student graduate

Topic 1: My criteria – as a disabled student – for choosing a college or university
Topic 2: My experience in college
Topic 3: My experience as a disabled person attending college

Scientist with disability

Topic 1: What school I went to and why
Topic 2: What school I would go to today and why
Topic 3: My college experience

Distribute materials, binders, handbooks, notebooks, etc.
Questions & Answers
Brief closing remarks
Complete Seminar Evaluation Form
Informal reception for students and staff

COMMENTS: It is far more useful to give students a feeling for college life (academic and otherwise), a view of their opinions, and different colleges rather than list all the details of entrance requirements (which should mainly be covered in the Study Skills/SAT Preparation/Financial Aid Seminar). The idea is for the prospective student to gather information from a variety of points of view to be able to understand the advantages of going to college/university.

ASPIRA HIGH SCHOOL/HIGH TECH

Science, Math, Technology and Engineering Careers

Draft

DURATION: 2 to 3 hours
LOCATION: Company, ASPIRA, University
FORMAT: Four to five speakers (each speaker presents a topic for about 15-20 min)

PRESENTERS:
Disabled scientist (university or research lab)
Disabled scientist (private company – e.g. IBM, Microsoft, GE, etc)
Disabled scientist (government)
Staff of organizations that find jobs for professionals with disabilities
Recent disabled student graduate scientist
Representative of Scientific Student Club or Association (e.g. Society of Hispanic Professional Engineers, Society for the Advancement of Chicanos and Native Americans in Science, etc)

OBJECTIVES: To give students a chance to learn about various careers in Science, Math, Technology, and Engineering (SMTE) from people in those fields and to help the students realize that they can aspire to a similar success.

OUTLINE:

Introduce seminar (objectives and goals)
Introduce speakers

Recent disabled student graduate scientist
- Topic 1: Disability/Ability and SMTE
- Topic 2: What do you need to be a SMTE (Degrees, Courses, Other experience)
- Topic 3: Why I chose to become a SMTE
- Topic 4: Advice to the next generation

Staff of organizations that find jobs for professionals with disabilities
- Topic 1: Careers in SMTE (Science, Math, Technology, and Engineering) Careers
- Topic 2: Current trends in SMTE
- Topic 3: What employers are looking for in SMTEs
- Topic 4: Pay and benefits
- Topic 5: Job satisfaction

Disabled scientist (university or research lab)
Disabled scientist (private company – e.g. IBM, Microsoft, GE, etc)
Disabled scientist (government)
- Topic 1: Challenges and opportunities as a disabled SMTE
- Topic 2: Day-to-day activities of a SMTE
- Topic 3: What do you need to be a SMTE (Degrees, Courses, Other experience)
- Topic 4: Why I chose to become a SMTE
- Topic 5: Job opportunities for SMTEs
- Topic 6: Advice to the next generation

Representative of Scientific Student Club or Association (e.g. Society of Hispanic Professional Engineers, Society for the Advancement of Chicanos and Native Americans in Science, etc)

Topic 1: Associations, professional associations, and support groups of SMTEs
Topic 2: Why join an association (benefits, personal rewards, networking, etc)

Distribute materials, binders, handbooks, notebooks, etc.
Brief closing remarks
Questions & Answers
Complete Seminar Evaluation Form
Informal reception for students and staff

COMMENTS: The idea to introduce the students to careers in SMTE by professionals in these fields who are themselves disabled. This seminar should instill an "I can do it too" feeling. It is important to have someone who recruits people with disabilities into jobs to give the session credibility, facts, and a realistic outlook on what it's like to be a disabled SMTE in the work world. Because the majority or the panelists have a disability the focus of the seminar is not *what I can't do* but rather *here's what we did.*

Sample Site Visit

Here's a site visit to British Telecom that was organized by the Fairfax County (Virginia) Public Schools' High School/High Tech Program (High Tech Connections). The activity includes planning the visit, going on the visit, and conducting follow-up.

Curriculum Activity

High School/High Tech
Curriculum Activity 17

Career Area: Varied

Type of Activity: Middle School Work Awareness and Transition (WAT) Site Tour

Activity Title: Tour British Telecom (high tech site)

Activity Objective:
Students will investigate career options at British Telecom

Time Needed: 1 ½ hours **Number of Sessions:** 1

Location:
British Telecom
11440 Commerce Park Drive
Reston, VA 20191

Transportation Options:
Fairfax County school bus (funds provided by High Tech grant)

Preparation for Activity:

- Contact tour guide
- Follow-up letter of confirmation and thanks
- Develop list of questions with students to ask tour guide
  - Note: see the following web site for suggested question and preparing tour guide
  - www.teleport.com/~lene/sw_mat.html

Activity Procedure:

- Students tour site
- Students ask questions and tour guide responds

Activity Follow-up:

- Students complete evaluation form and discuss interests
- Students send thank you letter to tour guide

Curriculum Activity

HIGH TECH COMMUNITY INTEGRATION
TRIP TO BRITISH TELECOM

(Business partner with Herndon Middle School)
For WAT II Students only (8th graders who have taken WAT I)
Barbara Lawrence, Herndon Center/MS WAT

1. Mr. Lester, the 8th grade assistant principal, gave me the phone number for HMS's contact at British Telecom

2. I called Ms. Sue Simmons, the BT contact, in February. I explained the purpose of the visit, and set up a time to meet with her in person. I wanted to explain my program, the type of students involved, and what I would like to take place.

3. March 1 at 3:30 p.m., I met with Ms. Simmons and Ms. Layland. We discussed the following:

    1) British Telecom Purpose: tests and develops software for telecommunication software
    2) A representative from Human Resources would discuss expectations of an employee
    3) A limited tour of the facility would be arranged
    4) Several people would discuss their particular jobs --- duties, education required, answer questions of the students
    5) Snacks would be provided
    6) Badges would be made for each visitor
    7) Date and Time for the visit established: Thursday, March 25 from 9:30 – 11:00 a.m.

4. March 12: Field Trip permission form completed and signed by principal which was then copied and sent home for parents' permission.

5. Site Visit Proposal (sent by Ginny Brennan via the computer) completed and copy of it and permission slop faxed to Ginny Brennan on March 12

6. Ginny sent back copy of proposal with transportation budget code

7. Area III transportation contacted. They recommended that I contact Special Education transportation in Lorton since my WAT class came under the Special Education heading. Special Education Transportation's number is: 446-2050.

8. A Request for Field Trip and Payment Voucher needed to be completed, signed by principal, and have budget code noted on it. It was presented to the bus driver upon entering the bus. She filled in the time of the trip and odometer reading. You will be charged by the hour and by mileage. You will need to sign the bottom to certify that the trip report is correct. The blue copy will be given to you for your records.

99 cents per mile and $19.92 per hour (as of March 25, 1999)

9. A form, stating my ruled and expectations, along with appropriate questions to ask, was shown to and discussed with students the morning of the community integration trip.

10. The field trip was delightful. The students were on their best behavior and were careful in forming their questions.

    1) Refreshments were served in the conference room, much to the surprise of the students.
    2) Some guest speakers spoke prior to taking a tour of the facility
    3) More spoke at the end of the tour, when back in the conference room.

11. A thank you note was written by me to British Telecom.

12. Each student wrote a thank you note to one of the speakers. (I did not correct the spelling or grammar of the students' thank you notes because many of my students do not like to write and I felt lucky they would write anything.) This was a judgment call on my part.

13. An Evaluation of the Trip form was completed by the students when we returned from the trip.

    A copy of this form was also sent along with the thank you notes to British Telecom.

I sincerely hope we will be able to repeat this trip, once each semester, for future WAT II students.

Rules: for visit to British Telecom on Thursday, March 25, '99: 9:30 – 11:00 a.m.

1) **APPROPRIATE BUS BEHAVIOR** TO AND FROM BRITISH TELECOM.
2) ALWAYS **STAY WITH THE GROUP.**
3) **BE ON YOUR BEST BEHAVIOR**, OR NO FURTHER TRIPS WILL BE CONSIDERED
4) NO FUNNY NOISES OR ACTIONS.
5) SHOW RESPECT TO EVERYONE.
6) **THINK BEFORE YOU ASK A QUESTION** TO MAKE SURE IT IS APPORPRIATE…if not sure, ask Mrs. L first.
7) BE SURE TO **SAY PLEASE AND THANK YOU** AT APPROPRIATE TIMES.
8) REMEMBER, PEOPLE ARE TAKING SPECIAL TIME OUT OF THEIR BUSY WORK DAY TO SPEAK TO ALL OF YOU, SO **PLEASE PAY ATTENTION TO WHAT IS SAID**
9) **DO NOT TOUCH** ANYTHING UNLESS YOU ARE TOLD TO DO SO!!!!

Appropriate questions to ask IF they are not stated in the presentations:

Vice President ? of British Telecom:
Name of speaker ______________________ Title ______________________
1) When was British Telecom started?
2) How long have you been in Northern Virginia
3) What other countries are you operating in?
4) Is software research you primary objective?
5) What new technology do you foresee in the software field?

Employee of British Telecom:
Name of speaker ______________________ Title ______________________
1) How did you become interested in this field?
2) Is this something you always wanted to do?
3) What classes in high school did you take to help prepare you for this field?
4) What major in college do you recommend for this field?
5) What are your job duties

Personnel Department Representative:
Name of speaker ______________________ Title ______________________
1) What is the average entry (starting) salary at British Telecom?
2) What benefits are offered, such as vacation time, sick leave, and health insurance at British Telecom?
3) What traits do you look for in an employee?

British Telecom's representative to Herndon Middle School:
Name of speaker ______________________ Title ______________________
Information provided ____
____
Name of speaker ______________________ Title ______________________
Information provided ____
____

DO NOT ASK ANYONE HOW MUCH MONEY THEY MAKE!!!!!

REVIEW OF FIELD TRIP TO BRITISH TELECOM

25 March 1999

Name ______________________________ Period ______________

1) What **new things** did you learn on the trip?

2) Think about the jobs you saw, and think about what you like. Would you enjoy the jobs that dealt with people or would you rather work alone? After you choose whether to work with people or alone, what job(s) shown **would you prefer to try and why**?

3) Do you think trip like this should be included in future WAT II classes? Why or why not?

4) Any suggestions, ideas, or **constructive** criticism of the trip?

FAIRFAX COUNTY
PUBLIC SCHOOLS

Ms. Anita Layman
British Telecom North America
11440 Commerce Park Drive
Reston, Virginia 20191

Dear Ms. Anita Layman

I want to thank you, Ms. Sue Simmons, and all of the presenters for your time and talent during our tour of British Telecom last Thursday. All of the students and I found the visit to be very rewarding.

Your arrangements of time, having the students move about, and having variation of speakers was ideal. I can tell you put forth a lot of effort and time in the planning. The lighted pens and nametags that you gave the students were a big hit. Thank you for thinking about the two that could not attend, they appreciated their gifts from BT also.

Food, as you know, is always a way to gain the interest of teenagers. The students enjoyed the donuts and hot chocolate. A very nice way to start the visit.

Ms. Winstead's words about the dress code, health insurance, vacation times, and salary range and what qualifications were expected in an employee was great. Thank you for her hand out. It is always nice for my students to hear from others, what an actual company expects of a new applicant. The ability to work together as a team, be flexible to change, have a positive attitude, and have respect for people of different backgrounds are many of the traits I try to work on in WAT class. Of course, to many of my students, your parties were of interest too.

Several of the students thought Mr. Thane's tour of the equipment room was awesome. So many lines going in all directions for so many reasons. Today, all companies need a "Doctor of the equipment." Because networking, etc. can be challenging.

Ms. Ladeji's guided tour of the Consumer Service Department along with demonstrations by Ms. Kuhfahl was almost like a "hands on experience." What better way to get interaction with the students. The pens and key pulley from Ms. York were appreciated --- when we returned from the trip, I saw the pens attached to the pulley. The pens fly back very quickly after being pulled out.

The concept of time management is difficult for many children to implement in their own lives. Mr. Holcomb's example of the bike made his presentation easy to understand. It takes a special talent to plan and maintain long-term projects.

The students liked hearing about the educational background of Mr. Antonelli. To many of the students, college seems so far away and somewhat out of reach. Several of my students want to design programs; of course, they are really interested in designing games to play.

Please give my regards to Ms. Simmons. I know what it is like to be put to bed, even though one feels fine.

I am very interested in the "work experience program" that Mr. Collins was proposing during our visit. We have, in Fairfax County Public Schools, through our Career and Transition Programs and Services, a "Community Based Training Program" which is a non-paid work experience. This work experience is for children with special needs and is on the high school level. I would like to discuss with Mr. Collins the ideas he has in mind. He can call me at 904-4920 at his convenience. I would then give his name to Mrs. Kathy Reily, the ETR for Herndon High School. Ms. Reily and Mr. Collins could then set up a meeting to discuss the possibilities of a work experience. I appreciate his interest in training the youth.

I would like to set up a tour, similar to this one, each semester, if possible, for my WAT II students. The seven students who visited this time thought the experience was very worthwhile. Maybe you could give this some thought and I will speak with you about it in the future.

If you or anyone at British Telecom would like to visit my classroom to see the setup and discuss my curriculum, I would love to have you. Just give me a phone call to set up a time.

Again, many thanks, in particular to you and Mrs. Simmons, for arranging this interesting tour. I have enclosed thank you notes written by my students. I did not attempt to correct the spelling and/or grammar, I wanted them to say thank you without feeling pressured.

Sincerely,

Barbara Lawrence
Work Awareness and Transition (WAT) teacher

Career Development Checklist

The following activity is designed to encourage your High School/High Tech students to start thinking about life after high school. We encourage you to use the following forms and any other materials you might have to help students organize their post high school goals.

Developed by Dr. George Tilson, TransCen, Inc., Rockville, Maryland

Career Development Checklist

Developed by Dr. George Tilson, TransCen, Inc., Rockville, Maryland

○ POST HIGH SCHOOL GOALS (MAJOR TRANSITION GOALS)

At this point in time, I plan to do the following when I leave high school (check only one):

- ○ Go immediately into a job related to my career interest area
- ○ Enlist in the military
- ○ Go to a 2-year college or technical school, full time
- ○ Go to a 2-year college or technical school, while working
- ○ Go to a 4-year college, full time
- ○ Go to a 4-year college, while working
- ○ Other____

Attach the detailed Career Development Checklist that corresponds to your post high school goal.

Career Development Checklist

POST HIGH SCHOOL GOAL: **EMPLOYMENT**

Student's Name: ____

Career Interest(s): ____

[Put a checkmark next to each completed step.]

CAREER AWARENESS

Identify companies and jobs that match your interests

- ○ Locally
- ○ In your state
- ○ In other parts of the U.S. and internationally

For each job, identify required

- ○ Level of formal education
- ○ Specialized training and skills
- ○ Academic skills
- ○ Vocational-Technical skills
- ○ Manual Dexterity
- ○ Physical abilities
- ○ Personal Attributes
- ○ Tests
- ○ Entrance procedures
- ○ Certifications and licenses

For each job, identify places and methods for receiving required education and training in your field(s) of career interest.

- ○ Locally
- ○ In your state
- ○ In other parts of the U.S. and internationally

Career Development Checklist

POST HIGH SCHOOL GOAL: EMPLOYMENT

CAREER EXPLORATION

- o Visit companies and observe/talk to people working in your field of interest
- o Visit places (in person or on the Internet) that train and educate people in your field of interest (Ex. 2-year colleges, technical & trade schools, art/drama schools, apprenticeship programs, etc.)
- o Experience community-based job shadowing in your field of interest
- o Experience in-school jobs related to your field of interest
- o Have part-time community-based jobs in your field of interest (paid/volunteer, after school; weekends; summer)
- o Learn more about required tests, licensing procedures, and other entrance criteria related to your field of interest
- o Learn more about all available services for career counseling and job search assistance (Ex. your state's department of labor, job services offices, vocational rehabilitation, etc.)

CAREER PREPARATION

- o Identify all courses – available in your high school, neighboring high schools, 2-year colleges and technical schools, adult education programs – that can help you prepare for your field of interest
- o Plan your entire high school course of study
- o Take available related courses; achieve your best grades and accrue maximum credits
- o Get passing scores on required state academic standards tests
- o Participate in extracurricular activities (in school and/or community) that relate to your field of interest
- o Participate in work experiences related to your field of interest (after school, weekends, summer; paid and volunteer; for credit, e.g., cooperative work, internships, apprenticeships, etc.)
- o Acquire job seeking and keeping skills
- o Maintain excellent physical and mental health
- o Prepare your resume
- o Gather references
- o Gather evidence of your skills, talents, and experiences (Ex. photographs, projects, art work, writing samples, portfolios, awards, letters of recognition, articles, etc.)
- o Take required tests, or practice tests, for your chosen career field; get feedback on strengths and weaknesses; find out how to strengthen weak areas

Career Development Checklist

POST HIGH SCHOOL GOAL: 2-YEAR COLLEGE / TECHNICAL / TRADE SCHOOL

Student's Name: ______________________________

Career Interest(s): ______________________________

The following are step-by-step activities to achieve your post high school goal. Put a checkmark next to each step you complete.

AWARENESS

Identify colleges and technical or trade schools that offer education and training related to your career interest areas.

- ○ Locally
- ○ In your state
- ○ In other parts of the U.S. and internationally

For each college or technical school, identify

- ○ Entrance procedures and criteria
- ○ Required tests
- ○ Different options for courses of study leading to degree, certifications, licenses
- ○ Costs; tuition, fees, books, materials, room and board (if applicable)
- ○ Sources of financial assistance
- ○ Services for career counseling and placement offered by the school
- ○ Expected high school performance record; grades, number of credits accrued, types of courses
- ○ Whether high school diploma is mandatory or not
- ○ Availability of disability support services (if you are currently receiving special education assistance)

EXPLORATION

- ○ Visit 2-year colleges and technical schools in your community and your state; observe classes and talk to instructors, students, and other staff
- ○ Gather literature and applications
- ○ Take the PSATs; get feedback on your strengths and weaknesses; find out how to strengthen your weak areas
- ○ Learn more about other required exams; take practice exams, if possible

Career Development Checklist

POST HIGH SCHOOL GOAL: 2-YEAR COLLEGE / TECHNICAL / TRADE SCHOOL

PREPARATION

- Identify all courses – available in your high school, neighboring high schools, 2-year colleges and technical schools, adult education programs – that can help you prepare for your field of interest
- Plan your entire high school course of study, with your career goals in mind
- Take available related courses; achieve your best grades and accrue maximum credits
- Get passing scores on required state academic standards tests
- Participate in extracurricular activities (in school and/or community) that relate to your field of interest
- Participate in work experiences related to your field of interest (after school, weekends, summer; paid and volunteer; for credit, e.g., cooperative work, internships, apprenticeships, etc.)
- Acquire job seeking and keeping skills
- Maintain excellent physical and mental health
- Prepare your resume
- Gather references
- Gather evidence of your skills, talents, and experiences (Ex. photographs, projects, art work, writing samples, portfolios, awards, letters of recognition, articles, etc.)
- Take required tests; get feedback on strengths and weaknesses; find out how to strengthen weak areas
- Identify the schools in which you are interested in applying
- Complete and submit required application forms and procedures

Career Development Checklist

POST HIGH SCHOOL GOAL: 4-YEAR COLLEGE / TECHNICAL / TRADE SCHOOL

Student's Name: ____________________

Career Interest(s): ____________________

The following are step-by-step activities to achieve your post high school goal. Put a checkmark next to each step you complete.

AWARENESS

Identify colleges and technical or trade schools that offer education and training related to your career interest areas.

○ Locally

○ In your state

○ In other parts of the U.S. and internationally

For each college or technical school, identify

○ Entrance procedures and criteria

○ Required tests

○ Different options for courses of study leading to degree, certifications, licenses

○ Costs; tuition, fees, books, materials, room and board (if applicable)

○ Sources of financial assistance

○ Services for career counseling and placement offered by the school

○ Expected high school performance record; grades, number of credits accrued, types of courses

○ Whether high school diploma is mandatory or not

○ Availability of disability support services (if you are currently receiving special education assistance)

EXPLORATION

○ Visit 4-year colleges and technical schools in your community and your state; observe classes and talk to instructors, students, and other staff

○ Gather literature and applications

○ Take the PSATs; get feedback on your strengths and weaknesses; find out how to strengthen your weak areas

○ Learn more about other required exams; take practice exams, if possible

Career Development Checklist

POST HIGH SCHOOL GOAL: 4-YEAR COLLEGE / TECHNICAL / TRADE SCHOOL

PREPARATION

- ○ Identify all courses – available in your high school, neighboring high schools, 2-year colleges and technical schools, adult education programs – that can help you prepare for your field of interest
- ○ Plan your entire high school course of study, with your career goals in mind
- ○ Take available related courses; achieve your best grades and accrue maximum credits
- ○ Get passing scores on required state academic standards tests
- ○ Participate in extracurricular activities (in school and/or community) that relate to your field of interest
- ○ Participate in work experiences related to your field of interest (after school, weekends, summer; paid and volunteer; for credit, e.g., cooperative work, internships, apprenticeships, etc.)
- ○ Acquire job seeking and keeping skills
- ○ Maintain excellent physical and mental health
- ○ Prepare your resume
- ○ Gather references
- ○ Gather evidence of your skills, talents, and experiences (Ex. photographs, projects, art work, writing samples, portfolios, awards, letters of recognition, articles, etc.)
- ○ Take SATs
- ○ Identify the schools in which you are interested in applying
- ○ Complete and submit required application forms and procedures

Career Development Checklist

POST HIGH SCHOOL GOAL: **MILITARY CAREER**

Student's Name: ____

Career Interest(s): ____

[Put a checkmark next to each completed step.]

AWARENESS & EXPLORATION

- ○ Visit all the military installations in your state
- ○ Visit recruitment offices and learn all you can from the recruiters

  For each branch of the military, identify required
    - ○ Level of formal education
    - ○ Specialized training and skills
    - ○ Academic skills
    - ○ Vocational-Technical skills
    - ○ Manual dexterity
    - ○ Physical abilities
    - ○ Personal Attributes
    - ○ Tests
    - ○ Entrance procedures
- ○ Identify the branch of the service you are most interested in
- ○ If offered in your school system, investigate possibility of enrolling in ROTC

PREPARATION

- ○ Take the ASVAB and other required exams; identify your strengths and weaknesses; get feedback from teachers and recruiters
- ○ Get your driver's license
- ○ Identify all courses – available in your high school, neighboring high schools, 2-year colleges and technical schools, adult education programs – that can help you prepare for your field of interest
- ○ Plan your entire high school course of study, with your career goals in mind
- ○ Take available related courses; achieve your best grades and accrue maximum credits
- ○ Get passing scores on required state academic standards tests

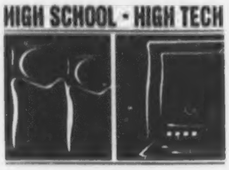
Career Development Checklist

POST HIGH SCHOOL GOAL: **MILITARY CAREER**

- ○ Participate in extracurricular activities (in school and/or community) that relate to your field of interest
- ○ Participate in work experiences related to your field of interest (after school, weekends, summer; paid and volunteer; for credit, e.g., cooperative work, internships, apprenticeships, etc.)
- ○ Acquire job seeking and keeping skills
- ○ Maintain excellent physical and mental health
- ○ Prepare your resume
- ○ Gather references
- ○ Gather evidence of your skills, talents, and experiences (Ex. photographs, projects, art work, writing samples, portfolios, awards, letters of recognition, articles, etc.)

Georgia High School/High Tech
1st Annual Summer Conference
Georgia Tech University
July 14, 1999

Opening Remarks	Lee Miller Chairperson, Georgia Committee on Employment of People with Disabilities
Welcome to Georgia Tech GLOBE	Dan P. Carlson Asst. Dean of Students/Coordinator Students with Disabilities Nancy Davis Sr. Research Associate, Georgia Tech Research Institute Paul Schlumper Sr. Research Engineer, GTRI
Careers in Information Technology	Claudia Huff Principal Research Associate, GTRI
High School/High Tech	Nellie Wild National High School/High Tech Program Director President's Committee on Employment of People with Disabilities
Department of Defense	Dinah F. B. Cohen Director, Computer/Electronic Accommodations Program
YLF, Work Force Recruitment Program	Betsy Freedman Program Director President's Committee on Employment of People with Disabilities
LUNCH	
Georgia High School/High Tech NASA Launch Youth Leadership 2000	Joe Riddle State Project Coordinator Georgia High School/High Tech
DRS Support Services	Jimmy DeFoor Deputy Director Georgia Division of Rehabilitation Services
Opportunities	Janet Hill Employment & Training Consultant Georgia Department of Labor
Information-Sharing	Georgia High School/High Tech Students
Closing Remarks	Lee Miller


HIGH SCHOOL - HIGH TECH

appendix III

High School/High Tech Student Case Study

Georgia High School/High Tech

A Case Study

Julie is an eighteen-year-old senior in Albany, Georgia, where she lives with her parents, who provide a strong support system for her. At birth, Julie was diagnosed with Spina Bifida. She received most of her medical treatment at Scottish Rite Hospital, Atlanta, Georgia. Julie has had several operations to correct various complications related to her disability. Due to her disability, she is currently a wheelchair user.

In October of 1997, the Dougherty County School System Community Based Instruction Coordinator nominated Julie to the High School/High Tech Program. The following month, as part of High School/High Tech, Julie traveled to NASA's John F. Kennedy Space Center in Florida to view the launch of the Space Shuttle Columbia. The tour gave Julie the opportunity to learn more about space and technology, and to meet other High School/High Tech students from Georgia and Florida. After her return from NASA, Julie's experience further heightened her desire to pursue a high tech career.

In March of 1998, the Division of Rehabilitation Work Preparation Technician referred Julie to the Division of Rehabilitation Services. The purpose of this referral was to provide another resource to assist Julie in accomplishing her vocational aspiration. Julie was assigned a VR Counselor. Julie, initially apprehensive about services, was assured she could be successful given the appropriate support. After determining eligibility, a work plan was developed.

In May of 1998, Julie returned to NASA for its Space Congress and "Meet the Astronauts: Program." She toured exhibits, attended workshops provided by companies serving NASA, met ten astronauts, had her picture taken with each, and participated in a question and answer session.

By the end of May 1998, Julie's support systems had blossomed tremendously. The services she received included those from:

Division of Rehabilitation Services (Counselor, Work Preparation Technician),
Dougherty County School System (Community Based Instruction Coordinator, Teachers),
Albany Association for Retarded Citizens (Program Director, Job Coach),
NASA,
Albany State University,
Darton College,
Albany Technical Institute Special Services,
Phoebe Putney Memorial Hospital, and
Family and friends

In June of 1998, Julie accepted a work adjustment internship, with funding provided through the Division of Rehabilitation Services. This internship was developed through the collaborative placement efforts of the Division of Rehabilitation Services and the Albany Association for Retarded Citizens through the High School/High Tech Program. (Albany ARC does not restrict its services to people with mental retardation, but has reached out into the community to serve all people with disabilities. It is a key participant in the Albany High School/High Tech Program, providing local administrative and liaison services.)

Julie's internship was in the Telemetry Department at Phoebe Putney Memorial Hospital. Telemetry, which is the transmission of data electronically to a distant location, afforded Julie the opportunity for exposure to high tech equipment. During this nine-week internship, Julie observed heart-monitoring screens to check for abnormal rhythms. She also entered data into the computer relating to patients' admittance and dismissal. Beyond the vocational aspects, this internship helped to promote a sense of independence and increased self-confidence. Upon completion of her internship, Julie's employer recommended that she contact the Department after graduation for a potential employment opportunity.

High School/High Tech-Who benefits?

Rarely do we find such a "win-win" situation with so many beneficiaries-the student with a disability, the employer, the family, the taxpayer, and the community in general.

The Student

Julie's future was not clearly defined when she entered the High School/High Tech Program. Julie had no workplace experience. Her internship with Phoebe Putney was the first job she ever held. With no experience, and without the High School/High Tech Program, Julie's chances of being placed in a high tech position were minimal. Upon being accepted in the program, Julie was offered opportunities and experiences that contributed to expanding her horizons, not only with regard to future education, and employment options, but also to growth in social skills.

Julie started her internship on June 11 and worked until August 15, working four hours a day, three days a week. Julie enjoyed working at Phoebe Putney Memorial Hospital, and particularly in the telemetry unit. She was not sure at first if it was a job that she could or would want to do, but her internship caused her to set targeted goals to work in the medical field. The confidence placed in her ability to do the job also helped her tremendously.

Said Julie, "It was my first job. They actually let me watch monitors and work them. They supervised what I did, but I was able to do it. I kept asking myself, 'Am I really doing this?' The job was great! It caused me to change career goals."

Julie says that she has much more confidence in her ability and her future than she had before the internship. Her supervisor understood disability, and she needed no job accommodation. She also applied for and got her drivers learning license while in the High School/High Tech Program.

Another benefit of her participation in High School/High Tech was her trip to NASA. "It was a great experience to actually see a shuttle launch," said Julie. She also said that other students told her that they wished they had her opportunities. When she returned from viewing the NASA launch, her fellow students asked her how she had been chosen to go to Kennedy Space Center. Julie told them that it was part of the High School/High Tech Program. When her fellow students asked how they could get into the program, Julie replied that it was for high school students with disabilities, to which her friends replied, "I wish I had a disability."

Last April, Julie again traveled to NASA to attend the Space Congress. In Julie's own words, "It was totally awesome. I got to meet astronauts and had pictures taken with them." (Julie and other Georgia High School/High Tech students witnessed the John Glenn launch.)

At Phoebe Putney, Julie received more than mentoring and training. She received opportunities to explore options for her future-enabling her to consider changing her education and employment goals.

Julie's experience with the High School/High Tech has been valuable and rewarding. With continued support from her network of partners, her potential for success in a High Tech field is inevitable. She now knows that she can succeed in high tech employment-that her disability will not keep her from obtaining a job. Julie expresses this knowledge. "It just gives me a good feeling that I can go out there and do something even though I'm in a wheelchair. The wheelchair doesn't stop me.

The Employer

For nine weeks in the summer of 1998, Julie worked in the Telemetry and Respiratory Care Division at Phoebe Putney Memorial Hospital in Albany, Georgia. The unit has seven certified technicians responsible for monitoring 48 patients with respiratory, cardiac, post surgical, post trauma, post Intensive Care Unit, neurological and stroke conditions. Julie was placed in this unit under the supervision of one of these experienced, certified monitor technicians.

Her supervisor, who like Julie, used a wheelchair, served as her mentor, training her in how to monitor, chart and record heart rate and sinus rhythm. Julie was also taught to identify (for approval of her technical supervisor) serious heart and respiratory conditions, including tachycardia, asystole, bradycardia (heart beats below 50) and others. Through her supervisor's mentoring, she learned the technical aspects of her job.

In describing Julie, the Division Director said, "She has an excellent, outstanding attitude...always positive ... always smiling." But it was more than attitude that impressed her employer. "Julie was enthusiastic about learning. She wanted to learn as much as she could. While Julie was with us, I could see that she grew in confidence and self-esteem. I really enjoyed having her and would hire her again for an internship."

She added, "I have two other employees with disabilities, and I have found from my experience that they are always dependable." When it was time for Julie to go back to school, she was given a "going away party."

The Family

Julie's mother was very pleased with the High School/High Tech Program and the independence it resulted in for Julie, stating, "Julie has reached a different level of maturity by working in the workplace. Julie worked with people who were very good to her. They enhanced her desire to work. She really liked her job and would like to go back. It was a very positive experience."

In addition to Julie's maturing, the job gave her confidence in herself. Julie was uncertain about working when she first started. She had never worked before. This was her first job. On the first day, Julie was not sure where she was supposed to go. Her mother went with her that first day. On the second day, Julie told her mother, "I can do it on my own." She maneuvered through the hospital and went to work each day on her own.

The Taxpayer

The concepts of High School/High Tech help to strengthen both private sector and public sector economies. With skills and technology, people with disabilities can reach independence. Enabling people with disabilities to continue their education, pursue realistic career goals and enter the job market, changes their status from tax consumers to tax payers. Not only will they pay income taxes, but also they will have more money to spend, yielding a better quality of life for the consumers, as well as tax dollars and revenue for businesses.

The Community

The community will benefit from Julie's future contributions. Julie's acceptance in the High School/High Tech Program brought her to the attention of the DRS, a member of the community-based collaborative existing throughout the State. Julie received the benefits of the Division's "work prep" program, which helped finance her internship. The Division also was able to assist her in any additional job preparation that might have been required.

The goal of DRS is to provide their clients with proper training and services to enable them to enter the workforce. Julie was placed in a job. She learned in her job. Her work was more than satisfactory to her employer. She set goals for her future. Through the assignment of vocational rehabilitation services and the marshalling of community resources, Julie is a success story.

Measuring Success: Goals Identified-Goals Achieved

Finding practical ways of raising employment levels for persons with disabilities through intelligent application of information technology

The introduction of capable students to interested businesses in Georgia has opened new avenues for inclusion of persons with disabilities in the marketplace of the future. Today's workplace requires computer and other high tech skills to meet the needs of the job market. By providing opportunities through High School/High Tech, we not only help these young people attain meaningful employment, we also provide excellent employees for the corporate world. We focus on inclusion in the labor market of all capable workers. We create independence in this population.

Building constructive partnerships between business and other players

The success of the Georgia High School/High Tech Program is based on constructive partnerships. The collaborative involvement of rehabilitation professionals, educators, businesses, government entities, parents, individuals, and groups interested in disability issues ensures a broad-based community program geared for success. A major factor in the involvement of businesses in the program is the existence of the Georgia Business Leadership Network, an initiative of the President's Committee on Employment of People with Disabilities. The Business Leadership Network encourages businesses to act as peers in creating awareness of successful employability of people with disabilities. The Georgia Committee's Business Leadership Network has about 80 members, representing such corporate entities as IBM, Delta, AFLAC, ATT, Westinghouse, Marriott, Hyatt, Synovus, Cello-Foil, Cessna, Pratt & Whitney, and many others. The Albany BLN is an integral part of the High School/High Tech Program, with approximately 35 local companies serving on the advisory committee.

Generalization of results

Julie's experience is not a "stand alone" situation. The same services and opportunities Julie received are available to all of our High School/High Tech participants-training, workshops, site visits, trips to NASA, internship and employment, among others. Additionally, many students with disabilities who had not been served by the Division of Rehabilitation Services have been placed on the Division's caseload for vocational rehabilitation. Julie is just one of many students in the program who were successful in their employment opportunities.

This past summer, in a program in existence barely more than a year, 25 High School/High Tech students were in paid summer internships in Albany and Columbus, alone.

An Albany High School summer intern expressed his enthusiasm for the program. "I am very proud to have been chosen for the High School/High Tech Program. School has helped me to apply my knowledge in the classroom. The High School/High Tech Program is giving me the chance to put my knowledge to use in the workplace, and to travel to new places such as the NASA Space Center. The most important tool for success is the belief that I can succeed and this program will be a stepping stone to my future."

Employers applaud the program, offering the following comments:

"AFLAC welcomes the opportunity to participate in the High School/High Tech Program. We recognize the possibilities of this program and the valuable service it provides to the…community. Productive work is an essential part of having positive self-esteem and promotes independence in young adults. We consider this an investment in the community and in our youth. We do not want to miss this unique opportunity to … help a young adult explore their professional options and encourage them to aspire to achieve more than they might otherwise have dared to dream … They come in just as any other employee … and do a class act job." Second Vice President, Human Resources, AFLAC.

"... (W)hat you saw in him is a growth from being told what to do at the outset to someone who was responsible and able to carry out his duties with little supervision." Vice President, Public Relations, Greater Columbus Chamber of Commerce, discussing his High School/High Tech intern.

Investing in people with disabilities to develop latent talents and skills

By providing an internship for Julie, Phoebe Putney Memorial Hospital invested time and training to develop formerly latent talents and skills. Prior to her internship at Phoebe Putney, Julie had no specific plans for high tech employment. No special accommodation or adaptation was necessary for her to be successful in her job. Since Julie's direct supervisor uses a wheelchair, any accommodations that might have been needed had already been met.

The intrinsic value of the High School/High Tech Program emanates from employers' commitment to High School/High Tech. They provide technical assistance, expert advice and general know-how to High School/High Tech students. Without the program, it would probably take years-if ever-to have the benefit of such "hands-on" training.

With the introduction to-and the development of-the high tech skills at which Julie became adept, she now looks forward to entering the medical field and pursuing post-secondary study to enable her to become a medical technician.

Moving the agenda forward from realization that change can work to a willingness to make it happen.

When the partners realize the success of the program, they become more willing to participate in additional ventures. Nothing is more contributive to willingness than past and present success.

The essence of change

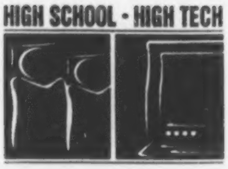
How do we bring about change? Many times through repeated trial and error, but most assuredly through success derived from education and awareness, dedicated people, identifiable goals, and implementation of a program to achieve these goals. Through High School/High Tech–designed to introduce students to high tech opportunities and to introduce employers to students with disabilities capable of performing high tech activities–the stage is set for employability and change-change of attitudes, change of opportunities, change of future expectations.

In Julie's case, we identified a young woman with the computer skills and the anticipated ability to continue her education and hold her own in the high tech marketplace. She had no experience in the medical field, but Phoebe Putney's willingness to take a chance with Julie brought about change: Change for Julie resulting in redirection of her education and employment goals; and reinforcement of Phoebe Putney's realization that people with disabilities make good employees.

Summary

This case study is only one of the many success stories made possible through the High School/High Tech initiative of the President's Committee on Employment of Disabilities. The opportunities for High School/High Tech students are unlimited. In Georgia, the collaborative approach to meeting the needs of this program has opened doors previously closed. As the program grows and develops, reflecting the needs of our students and the marketplace, more opportunities will be available. Our collaboratives are there to provide these opportunities and meet the challenge of matching our students with appropriate education and career goals.

What overall measurement of success can we apply in this case study? Primarily, the goals of the Americans with Disabilities Act were met. Equally important is the fact that the successful "matching" of Julie and Phoebe Putney Memorial Hospital bolstered the goals of High School/High Tech by proving that identification and placement of candidates with appropriate skills – mentored in a high tech environment – works.


HIGH SCHOOL · HIGH TECH

appendix IV

Local Site Material Examples

You are cordially invited to attend the EXPANDING HORIZONS: High School/ High Tech Program Kick-Off.

WHERE: Center Of Marine Biotechnology
Columbus Center, Baltimore's Inner Harbor

WHEN: November 30, 1999
9:00 AM until 2:30 PM

EXPANDING HORIZONS
High School/High Tech

Program Kick-Off
at the
Center of Marine Biotechnology

Alliance, Inc.
Rehabilitation Achievement Independence

November 30, 1999
9:00 AM - 2:30 PM

EXPANDING HORIZONS
High School/High Tech

Program Kick-Off

Center Of Marine Biotechnology
Pier 6, Baltimore, MD
November 30, 1999

AGENDA

9:00 AM	**Registration & Reception**
9:30	**Welcome & Introductions** *Bryan Stoll, Program Manager* *Kali Mallik, Alliance, Inc. President* *Adam Frederick, COMB Education Specialist*
9:45	**High School/High Tech: A National Perspective** *Nellie Wild, National HS/HT Coordinator,* *President's Committee on Employment of People with Disabilities*
10:00	**High School/High Tech: A Student's Perspective** *Student, PGMC HIGH SCHOOL/HIGH TECH Program*
10:15	**Meet the Scientist:** Natural Products and Biosensors *Dr. William Jones, COMB Senior Scientist*
10:45	**Student Breakout – Laboratory Experience** *Janine Azzouz, SciTech Coordinator* *Jeff Morgen, SciTech Instructor*
	Parent Breakout **HS/HT: A Parent's Perspective** *Parent, PGMC HIGH SCHOOL/HIGH TECH Program* **COMB Research Facility Tour** *COMB Research Staff* **Q&A Panel** *Bryan Stoll, Expanding Horizons Program Manager* *Nellie Wild, President's Committee* *Dr. Mary Pannella, PGMC Program Summer Internship Coordinator*
12:30 PM	**Lunch**
1:15	**Show and Tell:** Students share experiences
1:30	**Meet the Scientist**: a Fish Censor for the National Marine Fisheries Services *Dr. Glynis Pereyra, COMB Scientist*
2:00	**Program Wrap-up and Evaluation**
2:30	**Adjourn**

Sponsored by:
Baltimore County Career Connections

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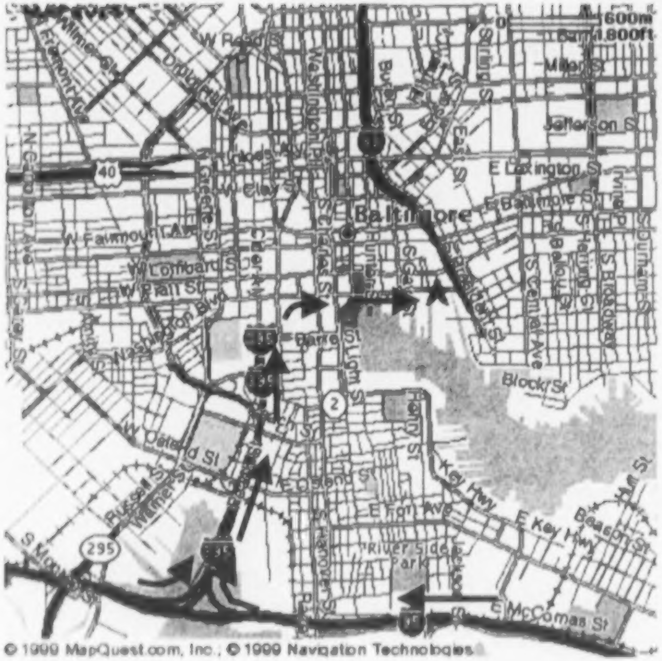
Directions
701 E. Pratt Street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W Lombard St
Baltimore
E Lexington St
Key Hwy
E McComas St
Riverside Park
295
40
2

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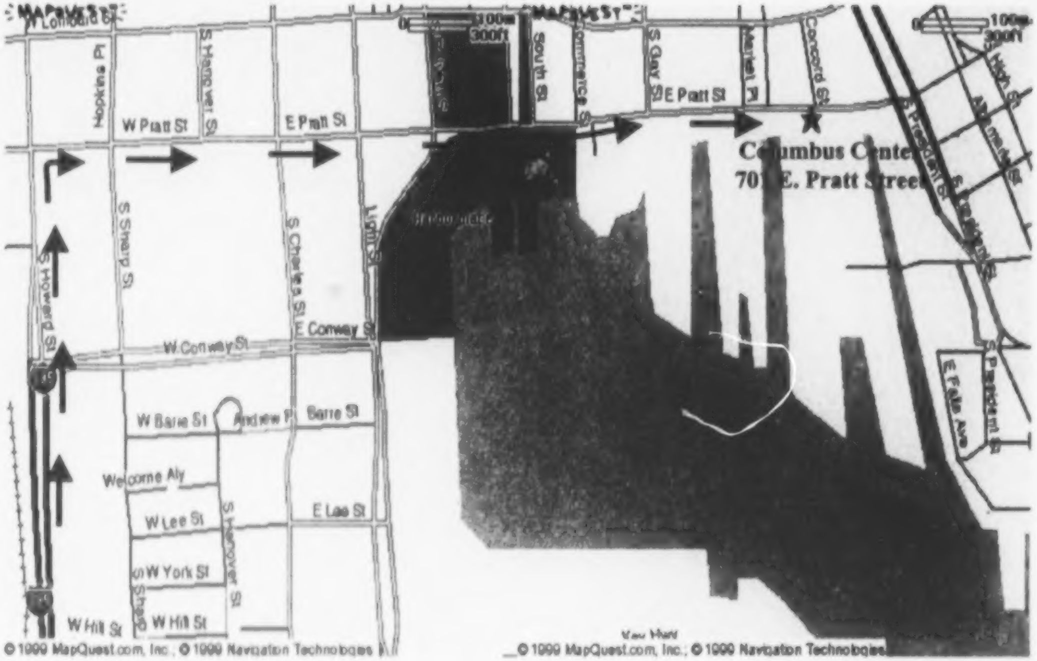
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S Hanover St
S Charles St
Light St
South St
Commerce St
S Gay St
Market Pl
Concord St
President St
W Barre St
Barre St
Welcome Aly
W Lee St
E Lee St
W York St
W Hill St
Columbus Center
701 E. Pratt Street

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From the South:

Take I-95 North. Merge onto I-395, stay left (to the Inner Harbor) at the fork in the ramp. I-395 becomes S. Howard Street. Turn right onto W. Pratt Street. The Columbus Center will be on the right past the National Aquarium and the ESPN Zone.

From the North:

Take I-95 South. Go through the Ft. McHenry Tunnel ($1.00 toll). Merge onto I-395, stay left (to the Inner Harbor) at the fork in the ramp. I-395 becomes S. Howard Street. Turn right onto W. Pratt Street. The Columbus Center will be on the right past the National Aquarium and the ESPN Zone.

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Travel Information

Event Location:

Center of Marine Biotechnology
Columbus Center, Inner Harbor
701 East Pratt Street
Baltimore, MD 21202

Located on Pier 6 next to the ESPN Zone and the Hardrock Café

Parking:

The most convenient parking is adjacent to the Columbus Center (Cost: $4.00/hr or $12.00/day.) There is an entrance off Pratt Street immediately after passing the Columbus Center. You can also enter from President's Street by turning right one street past Pratt Street.

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EXPANDING HORIZONS: High School/High Tech
1999 Program Kick-Off

Evaluation Summary

The first annual Program Kick-Off Event was a great success. Based on the evaluations received (8 parents, 23 students, 5 BCPS faculty members, and 3 special guests responded), all of the activities were very well received, ranked as good or excellent by 83% or more of the participants. Four of the activities were especially well received, ranked as good or excellent by 93% or more of the participants. These activities were the parent's perspective by Ms. Marie Pichaske of the PG/MC HS/HT Program (93%), the "Natural Products and Biosensors" presentation by Dr. William Jones of COMB (98%), the tour of the COMB facilities (94%), and lunch (94%). The area most in need of improvement (ranked as fair or poor by 10% of the participants) was the transportation/parking arrangements. The reasons sited for the poor evaluations in this category were lack of inexpensive parking and one bus of students and parents attempting to unload at the wrong location.

A majority of the free responses identified the science-related activities (presentations by the scientists, the student lab experience, and the tour of COMB) as the most interesting and helpful aspects of the kick-off program. Suggestions for improvement included the use of more visuals during presentations, having fewer speakers and more interactive activities (less sitting), and including discussions on resources available to students and scholarship information. The majority of participants who responded to the free response questions indicated that it was a very enjoyable day and the kick-off program was well organized and presented.

Alliance, Inc.
Rehabilitation Achievement Independence

EXPANDING HORIZONS
In The News

November 1999 **Volume I, Issue 2**

STUDENT RECRUITMENT EXCEEDED PROGRAM GOALS

EXPANDING HORIZONS established a first year goal of working with 30 students from the Baltimore County Public Schools, with a focus on the high schools in the Southeast Area. During the implementation phase, seven high schools came on board. These schools include Sparrows Point, Patapsco, Kenwood, Chesapeake, Dundalk, Sollers Point/Southeastern, and Overlea. Thirty-nine high school juniors from these seven schools have been identified and offered the opportunity to participate.

Working with liaison, Mary Demski, four students participants were identified at Dundalk High School: Dash Adamson, John Kimmich, Joe Smith, and Kelly Theodoroy. Chesapeake High School's liaison, Michele Patras, help to identify three students from her school: Kendall Brechenridge, Charles Hawes, and Leif Lotvedt. Mary Roby, Patapsco High School's liaison, worked with EXPANDING HORIZONS to recruit six students: Matt Betlejewski, Zack Brown, Sandy Button, Chris Claes, Jessie Harris, and Mike Martin.

James Haga, Tony Howard, D.J. Resavage, Andy Thompson, Thomas Roger-Walk, and Christina Weese were selected to participate in the program by Sparrows Point High School's liaison, Gloria Kisner. Cindy Massey, the liaison for Kenwood High School, help identify five students for the program: Cleveland Adams, Billy Brunner, Joey Mann, Kristen Miller, and Amber Thompson. Eight students were recruited from Sollers Point/Southeastern Technical High School by their liaison, Bruce Null, including: Steven Amtmann, Harry Bark, Jennifer Crawford, Dan Fitzgerald, Christopher Kammann, Samuel Lazzaro, Matthew Ward, and Lindsay Ness. Liaison, Alice Bienenfeld, of Overlea High School helped recruit six students from that school: Mike Drasal, Donny Keibler, Ryan Radecke, Larry Steele, Mike Buttion, James Treaster.

Congratulations to all of the students selected to participate in this exciting and rewarding program!

WEB CORNER

Take the opportunity to explore some of these interesting and informative Internet sites.

PGMC HIGH SCHOOL/HIGH TECH (www.high-school-high-tech.com) A similar program in Prince George/Montgomery County, the only other program in the State of Maryland. Take a look at this extremely successful program.

My Future. (www.myfuture.com/secondary/career.html) My Future - Contains sections on career help, including hot jobs, ace the interview and resume builder. Take the job interest finder quiz.

PROGRAM KICK-OFF A HUGE SUCCESS

The first annual EXPANDING HORIZONS: High School/High Tech Program Kick-Off took place on November 30th. The event marked the official start for the new program. The kick-off was held at the University of Maryland's Center Of Marine Biotechnology, housed in the Columbus Center in Baltimore's Inner Harbor, and was sponsored by Baltimore County's Career Connections.

Twenty-two students and 11 parents attended along with representatives from six of the seven high schools participating in the program. The activities began with a warm welcome by Kali Mallik, president of Alliance, Inc., Adam Frederick, Education Specialist at COMB, and Bryan Stoll, Program Manager for EXPANDING HORIZONS. Nellie Wild, the High School/High Tech National Coordinator from the President's Committee on Employment of People With Disabilities, provided an informative overview of the national initiative, encouraged the students to take advantage of every opportunity, and

Students gain experience and learn techniques in biotechnology while participating in the EXPANDING HORIZONS Program Kick-Off Event at the Center for Marine Biotechnology.

challenged them to make a difference in their lives and their community. Peter Renzi, a senior in the Prince Georges/Montgomery County HIGH SCHOOL/HIGH TECH Program spent last summer working at NASA and shared those experiences along with how he benefited by participating in the program. Dr. William Jones, a microbiologist at COMB, delivered a very enjoyable and informative presentation on natural products and biosensors. The students participated in a hands-on lab activity in which they made extracts from a variety of common plants and then tested the extracts for toxicity on bioluminescent bacteria. The more toxic compounds diminished or inhibited the light production by the bacteria. While the students participated in the lab activity, the parents and school faculty received a tour of COMB, gaining a greater appreciation for the variety of work being conducted at the research facility. After lunch, Dr. Glynis Pereyra gave a fascinating discussion of her experiences as a Fish Censor for the National Marine Fisheries Services aboard a fishing vessel in the waters off Alaska. The day ended with an enlightening discussion of the PG/MC HS/HT Program and the type of activities in which their students participate from Bill Minter, a program instructor, Dr. Mary Pannella, the summer coordinator, and Marie Pichaske, the mother of Peter Renzi.

Based on the evaluations returned, an overwhelming majority of the attendees found the days events to be both enjoyable and informative. All in all, a great beginning to what promises to be a great program year.

STUDENT INFORMATION NEEDED ASAP

At the Program Kick-Off event, students received their EXPANDING HORIZONS: HT/HT Student Handbooks. In the back of the handbook are a number of forms which must be completed by the parents/ guardians and the students. These forms provide permission for the students to participate in the program and for information to be shared between the school system and the EXPANDING HORIZONS Program, as well as gather information which will be used to develop activities based on students' interests. It is imperative that these forms be returned to the school liaisons as soon as possible. All forms must be returned in order to officially enroll students in the program. In addition, much of the business partnership and activity development is dependent on students' interests and a complete menu of activities can't be constructed without this information.

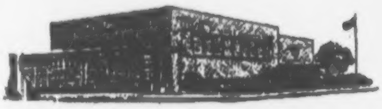
FURTHER DEVELOPMENTS

A great deal of effort is being made to develop beneficial partnerships with local businesses, educational facilities and government agencies. These partners are asked to provide a number of different opportunities for the students including site visits, presentations, hands-on experiential activities, job shadowings, job training opportunities, speaking events, internships, transportation assistance and program funding.

Several promising partnerships have recently been developed with local organizations. The Social Security Administration has offered to provide summer internship opportunities through their summer work programs to students interested in data entry and information technology. In addition, the Social Security Administration has a media production facility, where informative television advertisements are produced, that may provide opportunities for student visits and career shadowings. Lincoln Technical Institute is investigating opportunities for site visits with interactive demonstrations, assistance in job-readiness training, and providing motivational and informative speakers. Diane Jones, an associate professor in Biological Sciences at Catonsville Community College, has offered to help develop pre-service training for summer staff and assist in obtaining funding to support such efforts.

The EXPANDING HORIZONS Program looks forward to working with these and other partners as the program develops.

SCHOOL PARTNER PROFILE:



Sollers Point/Southeastern Technical High School
325 Sollers Point Rd.
Baltimore, MD 21222

Principal: Mr. H. Edward Parker
Mr. Bruce Null, Liaison

(Excerpt from BCPS Sollers Point Web Page: www.bcps.org/schools/CHS/sollerspoint/index.html)

Located in Dundalk near I-695, the Ft. McHenry and Baltimore Harbor tunnels, and the Key Bridge, Sollers Point/Southeastern Technical High School is easily accessible from anywhere in the Baltimore metropolitan area. The school is close to area high schools, community colleges. and major employers including Bayview Medical Center, Holabird Industrial Park, and the Maryland Port Authority. Employment in the area is becoming increasingly high-tech in response to the demands of an international economy.

Sollers Point/ Southeastern is a Baltimore County regional magnet school with beginnings dating back to 1948. Through a unique relationship with its magnet partner high schools, Patapsco, Dundalk, Chesapeake, Kenwood, and Sparrows Point, Sollers Point/ Southeastern provides students with Tech-Specialty programs in two areas of study. Concentrations in Life Sciences/ Human Services and Industrial Technology provide students with ever expanding opportunities for advanced training, college study, and careers for the future. Central to the magnet school concept is a new ninth grade Tech-Prep program.

Sollers Point/ Southeastern offers 9 tech-specialty programs, a cooperative work experience program, and prevocational experiences for special needs students. Each tech-specialty program is a certified four credit completer program necessary for graduation. Tech-Specialty programs include: Allied Health, Automotive Service Technology, Computer Integrated Manufacturing Systems, Information Systems Management, Printing/Graphic Communications, and Electrical Technology.

In recent years, 15-20 percent of the students attending Sollers Point/ Southeastern regularly achieve Baltimore County Public School Academic Honor Roll Status. This fact, and the high level of skill development attained by students makes them sought after by local employers. Follow-up studies of graduates over the past five years indicate that in the year following school completion, about 80% enter the work force, most in their field of vocational preparation. Approximately 15% go on to college as full or part time students, and about

5% of the graduates enter military services, many with some advanced status. Each year former students return to Sollers Point/ Southeastern to relate success in their chosen fields. Many have become entrepreneurs.

EXPANDING HORIZONS welcomes Sollers Point/Southeastern Technical High School to the program.

MODIFICATION OF UPCOMING DATES

Please make note of the modification in the DATES TO REMEMBER section. The distribution of an Activities Menu and the subsequent registration has been postponed due to delays in obtaining student information and difficulties in developing business partnerships this close to the holiday season. Please address any questions or concerns to the Program Manager, Bryan Stoll. (Contact information is available at the end of this column)

DATES TO REMEMBER

Dec. 10	Return Application Forms to school's liaison
Jan. 17	Activities Menu Distributed
Jan. 21	Activity Registration Deadline
Jan. 21	Portfolio Development Wkshp

SEND QUESTIONS & COMMENTS

Bryan G. Stoll, Program Manager
EXPANDING HORIZONS program
Alliance, Inc.
7701 Wise Avenue, Baltimore, MD 21222
bstoll@allianceinc.org

◇ Tech Times ◇

Volume 1, Issue 2 May 1999

Greetings!

From HSHT in Cedar Rapids! We are excited to be bringing you our second semi-annual newsletter. Inside this issue you will hear about our exciting new Web Page, student activities, businesses, future replication, expansion and much more.

We are extremely pleased with the wonderful support and the enthusiasm of students, parents, teachers and business and industry partners.

HSHT Web Page

Doug Stodola Technology Coach

In order to be considered high tech, one must keep up with the times. We felt that it would be natural to have our own High School High Tech web page, which is part of the Grant Wood AEA site.

We are fortunate to have several students who are familiar with the computer language HTML (Hyper Text Markup Language) which is needed to work on the development of our web page.

In November, Linn-Mar student Michael Wenser began work on the development of our web page. After several revisions, we were up and running on April 1, 1999.

The web page is broken down into five categories: the first is a description of HSHT (benefits of the programs, the types of activities), the second describes participating schools. Additional sections include names of liaisons, business partners, HSHT staff. Lastly, upcoming events.

For the 1999-2000 school year the page will be maintained by Doug Stodola from HSHT.

Year Two Statistics

Fall/Spring 1999
Business Partners
22
Student Participants 36
Site Visits
69
Job Shadows

Interning at Entre

Paul Meyers, Linn-Mar Student

My High School High Tech internship was at <LiveWARE5>, in downtown Cedar Rapids. I performed a variety of task such as Web Page Design, monitoring live and taped training sessions, and HTML (Hyper Text Markup Language) Programming. I believe that this was the most influential experience that I have ever had.

When I started my internship I was under the impressions that I would do simple receive tasks and not be able to fully use my skills. I was proven wrong almost instantly when the firts day I was setting up my three computer work station and connecting them to my the businesses network. The second day I began working on a tasks that would eventually become my own project. The task was preparing pages for different businesses web pages for Kirkwood Community College. This was very demanding, because I was given a certain number to do each day so I could keep up with the project goal. I enjoyed my experience working there it was a "blast".

This job has shown me that the way you envision a job is not always what the job is really like. I am thankful that I had this opportunity because I was able to see what the "real world" was like but I was still given the support and guidance that was needed.

I would advise others to take the cancel when given the opportunity to learn/try a job because the job market does not always allow for that. I feel that without this internship I would not have known what to do or become with my life when I go to college.

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HSHT Replication in Iowa City

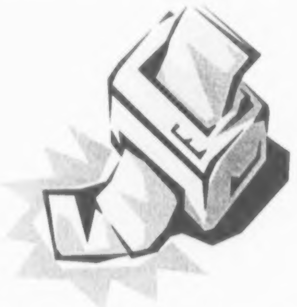
John Nietupski, Project Director

The Federal grant that created HSHT requires replication in a second community during the 1999-2000 school year. We are pleased that Iowa City will be our replication site. Pat Highland, School to Work Coordinator for the district, has been instrumental in gaining the support of administrators and teachers in Iowa City and we appropriate his involvement.

Program staff have been busy planning for the involvement of City and West High. Our plan is to start small and build a foundation for success this next year. Specifically, we will work with two resource teachers at each school, serve a small number of students initially, focus on four to six businesses and involve students in site visits and job shadows.

On the business development side, Goodwill Industries already has obtained a commitment from the UI Hospitals and Clinics' EEG Lab to participate. We plan to develop other business partners this summer.

On the school side we have presented information to teachers, identified liaisons at each school and are planning to hold meetings with parents and staff to discuss the program and recruit student participation.
Internally, we will be adding a part-time Technology Coach to support the Iowa City site.



We look forward to working with Iowa City Students, families, schools and businesses. As we expand HSHT to a second Iowa Community. It should be an exciting year!

"Show me the Money": Planning for HSHT's Future

John Nietupski, Project Director

"Show me the Money!" was a line made famous in the movie "Jerry McGuire." It also applies to HSHT, where our three-year. $420,000 federal grant ends October 1, 2000.

Project staff have busy on a number of fronts to plan for HSHT's continuation. These include:

$ Seeking outside funding through foundation and/or government grants.

$ Identifying internal resources that might be devoted to HSHT.

$ Developing partnerships with organizations that might be able to support HSHT activities.

$ Creating a resource development leadership group to assist us in planning for a secure future.

The resource development leadership group is an existing initiative. Comprised of leaders within the Chamber, Grant Wood AEA, Goodwill Industries, UI, area businesses and education/human service agencies. The group will help us identify how HSHT might best operate after the grant period and access the necessary resources for continued operation. Stay tuned for regular updates in Tech Times.

HSHT Expands: Cedar Rapids Area Operation

John Nietupski, Project Director

The Cedar Rapids area HSHT program continues to expand the number of schools served. In 1999, Benton Community Schools and Vinton-Shellsburg will join our existing partners.
Discussions with Grant Wood AEA Regional Facilitator Phyllis Bradley, HSHT Program Coordinator Terry McQuillen and district administrative and teaching staffs have resulted in a commitment to refer students to the program and support their participation.

McQuillen states, "We are really excited that these two districts will join HSHT. We look forward to creating learning opportunities in Benton County businesses and involving students in our Cedar Rapids and Marion businesses as well.

Business Updates

Deana Duncan Berg, Goodwill Services Coordinator

High School High Tech is pleased to be working with a variety of interesting and thriving companies in the Cedar Rapids Metro Area. The idea of HSHT has caught businesses by storm and businesses feel good about providing a valuable first hand learning experience opportunities for students.

Since December we area proud to acknowledge the following companies that have committed their time to work with HSHT: Direct Design, Howard R Green Consulting and UIHC-Department of Neurology., and the REACT Center. All four businesses offer exciting and new challenges for our students. We are also partnering with the Work Place Learning Connection to schedule job shadows and jointly provide learning opportunities for our students.

In addition we are continuing to work with Mercy Medical Center in Cedar Rapids and MCI Worldcom to expand our existing relationships with both businesses.

To find out more information on our business partners visit them at our web site: www.aea10.k12.IA.us/HSHT

Steering Committee Members

Thank you from High School High Tech for all your time and dedication to the program!

Business community: Kristin Novak, John Gavin, Jr., Tom Parks

Educational community: Mike Bailey, Suzanne Blomme, Bonnie Sovern, Mary Gudenkauf, Jinny Howes, Dale Monroe, Ken Steine, Kathy Dolinaj, Mary Lou Erlacher

Adult service and post-secondary education community: Jim Akers, Dick Leson, Karyn Link, John Morris, Carol O'Brien, Pat Steele

Parents: Susan Curtland

Business Partners

Bentley Manufacturing
Big Behr Design Company
Brain Engineering
Crest Information Technologies
Direct Design
Entre Information Systems
Executive Electrical
Genesis
Grant Wood AEA-Media & Tech
Howard R Green, Consulting
Intermec
<LiveWARE5>
MCIWorldcom
MSI
Manpower
Mercy Medical Center
Norwest Banks
Parsons Technologies
Performance Concepts
Primus Construction
REACT Center
UIHC-Dept. of Neurology
Victor Plastics, Inc.

A Special "**Thanks**" to all our business partners! We appreciate all the time and energy that goes into being a HSHT partner. Thanks to **KGAN** for allowing students to learn about the television industry and to view a noon newscast.

Technology Camp Planned for June 15-17

John Neitupski, Project Director

High School High Tech, in colloboration with Kirkwood Community College, Linn-Mar the Work Place Learning Center, and the UI, is holding its second annual Technology Camp June 15-17. The camp will be based out of Kirkwood and run from 9AM to 3:30PM.

An exciting array of classroom, hands-on and community learning experiences are planned for this year's camp. Tours of a high tech graphic arts studio, a manufacturer and a TV/video production facility will be held. Hands-on activities include designing a camp T-shirt using computer graphic technology, creating high tech products and devleoping a commerical to promote the product. Students will learn about high tech careers from area business leaders, Kirkwood faculty, studnets and camp staff.

We are proud to announce expansion to include studnets with and without disabilities in this year's camp. This camp is open to incoming freshman through outgoing seniors. Enrollment is limited, so call John Neitupski @ 399-6442 for an application.

High School High Tech
Grant Wood AEA
4401 6th Street SW
Cedar Rapids, IA
52404-4499

Nonprofit Organization
U.S. POSTAGE
PAID
Cedar Rapids, IA
Permit No. 218

School Liaisons

Alburnett High School
Bert Carver

Cedar Rapids-Metro
Kathy Dolinaj
Terry Pass

Center Point-Urbana
Roz Pillard
Karl Kirkpatrick

Linn-Mar
Kathy Nathan
Steve Wampler

Marion
Kay Smith
Madonna Putnam

Prairie
Mary McWilliams
Mary Gudenkauf
Jolene Craig
Mary Rita Meyers

High School High Tech Staff

Grant Wood Area Education Association

John Nietupski,
Project Director
Terry McQuillen,
Project Coordinator
4401 6th Street
Cedar Rapids, IA 52404
(319) 399-6442

Goodwill Industries of Southeast Iowa

Deana Duncan Berg, Goodwill Services Coordinator
Doug Stodola,
Technology Coach
1441 Blairs Ferry Rd NE
Cedar Rapids, IA 52402
(319) 393-3434

UPCOMING EVENTS

HSHT Spring Celebration
May 11 6-8PM
Keynote Speaker, Nellie Wild, Presidents Comm. for Persons with Disabilities

Sherry Wallace,Goodwill Industries in Spokane, WA Visiting our program May 10-11

IA City Teacher/Parent
*Meeting May 20 @ 6:30PM

Tech Camp June 15-17

Goodwill Golf Outing June 25

CR HSHT Kickoff Meeting
*September 23
***tentative dates!**

Participating Schools

Alburnett High School

Cedar Rapids Metro High School

Center Point-Urbana High School

Linn-Mar High School

Marion High School

Prairie High School

Tech Times

January 15, 2000
Volume 2, Issue 1

Greetings!

Hello from all of us at High School High Tech. We had a very busy fall with the replication in Iowa City, additional business partners, new student referrals and staff expansion. Inside this publication you will read about our expanded Web Page, our replication in Iowa City, future funding and much more.

A Student Perspective

Kayla Holland, HSHT participant

I have had many experiences with High School High Tech. I attended the summer camp and many site visits. During the summer camp I went to French's Photography and Frog Legs. I then helped design the camp T-shirts and made a commercial. Since I would like to get into the area of graphic design I attended site visits at Direct Design, Manpower and Stamats.

I like HSHT because I can learn about different career opportunities and meet people with the same disabilities that I have. At the "kick-off" event I had the opportunity to present my summer camp experience to my peers, and encourage others to participate in HSHT. I am looking forward to the summer camp this year. In the future, I would also like to attend some job shadows. I hope everyone has fun and benefits from the program as much as I have.

Cedar Rapids Fall 1999

Businesses	*27*
Students	*59*
Site Visits	*22*
Site Visit Participants	*193*
Job Shadows	*14*
Internships	*3*

Iowa City Fall 1999

Businesses	*11*
Students	*20*
Site Visits	*11*
Site Visit Participants	*62*

High School High Tech Moves to Iowa City

Michelle Norman, HSHT Coordinator-Iowa City

As we moved into the 1999-2000 school year, High School High Tech branched into the Iowa City School District. We are excited to report that there has been an enthusiastic response to the program.

There are a total of 20 students who are currently enrolled and actively participate in the Iowa City Program. Many thanks to our liaisons Sharon Wiser and Lisa Malaney who have been instrumental in organizing the students and their schedules to make this program such a success.

With the cooperation of our liaisons, we have posted a bulletin board at both schools to help explain our program and let students know which activities are scheduled. The bulletin boards provide students with business web site addresses with the intention that students can be more informed about the business when they attend their site visit or job shadow experience.

We have ten local businesses on board who have volunteered their time. These businesses have provided our students with the opportunity to learn about high tech fields in Iowa City.

We are in the process of setting up new site visits for the spring semester. Additionally, as we enter the new year, we will be offering job shadowing experiences at most of the participating businesses. We are looking forward to an exciting and busy spring semester!

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HSHT Collaborates with the Workplace Learning Connection

John Nietupski, Project Director

The Workplace Learning Connection (TWLC) is a service designed to develop our future workforce by connecting business and education through work-based learning activities for students and teachers. TWLC serves as a clearinghouse for site visits, job shadows and internships in businesses for students and educators in the 33 districts that comprise Grant Wood AEA. By design, TWLC is to serve all students, however, the majority are in general education.

HSHT serves students with disabilities and those at risk. Because the mission of TWLC is so similar to that of HSHT it only makes sense for our two programs to collaborate.

And we are doing just that. In the past year, we have:

- ⇒ Jointly planned and offered the Summer Tech Camp for students with and without disabilities
- ⇒ Held joint planning meetings to learn about each others programs
- ⇒ Shared employer leads
- ⇒ Worked on joint grant proposals to fund a unified school to work effort
- ⇒ Added TWLC's director, Mary Lou Erlacher, to the HSHT Steering Committee
- ⇒ Modified our letterhead and materials to show HSHT's connection with TWLC
- ⇒ Involved students without disabilities in HSHT and students with disabilities in TWLC.

The results of this collaboration have benefited both organizations. HSHT now has access to a wider number and variety of businesses. TWLC, in turn, benefits from connections to our business partners and from information on how to serve a broader range of students. Ultimately, employers and schools benefit from our collaboration through increased efficiency and a broader range of services.

We look forward to continuing and expanding our collaboration. As the saying goes, to do so is a win-win proposition.

WEB PAGE

www.aea10.k12.ia.us/hsht

Doug Stodola, Tech Coach

In the previous newsletter, we had an article introducing the "new" HSHT web page. Since that time it has undergone some major changes. This past summer, Mike Wesner, a HSHT student, created an "easy to use" frames design, which included some new additions. Originally the web page contained the following sections: general program overview, schools, businesses, upcoming events, and a contact page. Since then we have added the following: a newsletter page (of past newsletters), a links page, a tech news section, and our power point presentation.

In early February, two of our students will be creating a different hi-tech design for the web page. While HSHT staff members are in charge of all web content, it has always been the program's intent for HSHT students to be involved with the actual design of the web page. Two students that have been instrumental are Mike Wesner and Paul Myers. Both are Linn-Mar students. Next year we hope to have students from Iowa City West High and City High to take part in the design process. Please check the web site out at:

www.aea.10.k12.ia.us/hsht

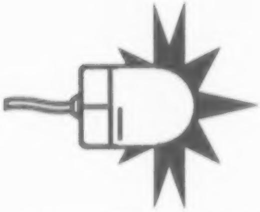
Funding Update:

John Nietupski, Project Director

Now in the third year of our three year federal grant, HSHT staff and partners are in pursuit of several possibilities to expand and sustain the program. So far, we have:

- $ Submitted two federal grants within the past month
- $ Prepared a collaborative grant with Goodwill Industries International and Goodwill's in Austin, Texas and Spokane, WA
- $ Entered into preliminary discussions over state funding, with the help of steering committee member Ro Foege and UI Law professor Peter Blanck
- $ Identified corporate and private foundation possibilities.

The focus of our proposals is to expand support to students beyond high school so we can help them succeed in postsecondary education and enter the high tech workforce. We feel these program enhancements will enable us to demonstrate HSHT's impact on students and our tight labor market. We are hoping our proposals capture the imagination of founders and we will keep you posted on our progress.



ATTENTION: Check out the following web sites for interesting updates in the field of technology, activities for students and an awesome opportunity to be involved in Washington University's mentoring program.

www.washington.edu/doit/programs
www.ece.udel.edu/infoaccess/scientopia/

HSHT Conference October 1999

Deana D. Berg, Services Coordinator

The Presidents Committee on Employment of People with Disabilities hosted the first annual HSHT conference in October. The event was held in Washington D.C. and brought together coordinators from each HSHT program across the U.S. The purpose was to learn about the Committee's commitment to HSHT, meet other program coordinators, share experiences, learn best practices and valuable skills.

Nellie Wild has been designated as the HSHT Contact for the President's committee. Nellie has made the commitment to visit all sites, and has been instrumental in developing list serves, discussions on the web, coordinating the annual conference. Nellie visited our site last May and since then she has shared valuable funding and development information.

John Nietupski, Terry McQuillen and I had the opportunity to attend the convention last fall and met a variety of wonderful people. We learned about other programs and were able to share program successes and growing pains with each other.

Upcoming Events

Tech Day-Tentatively February 2000
Steering Committee-March 21, 2000 7AM
End of the year Celebration-May 16, 2000 6PM

Steering Committee Members

The purpose of a steering committee is to guide a program to success. High School High Tech is fortunate to have a steering committee that does just that. Our committee has opened doors to area businesses, helped us expand to the Iowa City schools, organized and conducted our summer tech camp, written support letters for grant proposals and given advice and leadership on a number of uses. The HSHT Steering Committee is comprised of the following people.

- *Jim Akers, DVRS*
- *Susan Curtland, Parent*
- *Kathy Dolinaj, GWAEA Work Experience*
- *Mary Lou Erlacher, TWLC*
- *John Gavin, Jr., Manpower Services*
- *Mary Gudenkauf, Prairie High School*
- *Pat Highland, Iowa City Schools*
- *Jinny Howes, GWAEA Consultant*
- *Karyn Link, Iowa DVRS*
- *John Morris, Discovery Living*
- *Dale Monroe, Linn-Mar Schools*
- *Ro Foege, State Representative*
- *Monica Magee, CR Chamber*
- *Ken Steine, College Community Schools*
- *Carol O'Brien, Goodwill Industries*
- *Tom Parks, Kwik Way*
- *Teri Pass, CR Metro High School*
- *Leslee Sandberg, GWAEA*
- *Pat Steele, UI Law School*
- *Bill Cooper, Kirkwood Community College*

Many thanks to our current and past steering committee members. We appreciate your continued guidance and support.

Participating High Schools and School Liaisons

Alburnett-Bert Carver
Belle Plaine-Stacey Brandle and Julie Mantz
Center-Point Urbana-Carl Kirkpatrick & Roz Pillard
Iowa City West-Lisa Malaney
Prairie-Mary Rita Meyers
Benton Community-Kirk Manchester
C.R. Metro-Teri Pass & Kathy Dolinaj
Iowa City High-Sharon Wiser
Marion-Mike Bailey
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High School High Tech
Goodwill Industries of
Southeast Iowa
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Thank you to all our Iowa City and Cedar Rapids Business Partners. Our program would not be the same without your support!!

Iowa City Businesses: *Avalon Networks Inc., Benson & Hepker, Firestone, IC School Tech Center, Leepfrog Technologies, MCI Worldcom, Seabury & Smith, UIHC-EEG Lab, UIHC-Hospital School Graphics, UIHC-Hospital School ITS, Urosurge*

Cedar Rapids Businesses: *Bentley Manufacturing, Brain Engineering, Cedar Rapids Comm. Schools Tech Division, City of Cedar Rapids, Crest Hughes, Direct Impulse Design, Entre Information Systems, Executive Electrical, Genesis, Grant Wood AEA-Media and Tech, Guaranty Bank and Trust, Howard R Green Consulting, Intermec, KGAN-TV, <LiveWARE5>, MCI Worldcom, MSI, Mattell Interactive, Manpower, Mercy Medical Center, Norwest Banks, Performance Concepts, Pioneer Office Products, Primus Construction, REACT Center, Stamats, Vector Corporation*

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Staff bids farewell to Doug Stodola, Tech Coach-Iowa City as he begins new endeavors. Thank you Doug for all your support and team work over the past two years!!

FLORIDA HIGH SCHOOL/HIGH TECH

CRITICAL NEED

Employers agree that finding qualified employees to handle high tech jobs is a priority. Many would also agree that people with disabilities have proven to be loyal, highly dependable, and productive employees. Yet, the pool of qualified employees with disabilities is relatively small. Employers and educators are recognizing that students need exposure to the sciences and technology in their high school years in order to envision these fields as exciting and viable career paths.

Although students with disabilities comprise over 10 percent of the student population, the largest minority group in some schools, they are sometimes given low priority. Presently only a small percentage of adults with disabilities secure competitive jobs. Unemployment rates of disabled individuals are much higher than among non-disabled individuals. Of adults with disabilities who secure employment, many will not earn much more than minimum wages, will be employed only part-time, and will not qualify for insurance benefits. People with disabilities remain an under-used business resource and often must depend on social services because they have had fewer opportunities to develop their abilities or explore career options.

SOLUTION

Florida High School/High Tech answers this need by offering employers a potential new source of able, enthusiastic, and well-trained employees to fill tomorrow's science, engineering, and technology-related jobs. Florida High School/High Tech offers parents the hope that their children can become independent, productive adults. Most importantly High School/High Tech offers participating students the opportunity to explore professional job opportunities based on their abilities, not disabilities.

High School/High Tech is a community-based partnership of students, parents, educators, rehabilitation professionals, and business representatives. Its purpose is to encourage students with disabilities to explore the fields of science, engineering and technology by:

- ⇒ **Motivating and encouraging students to explore their own interests and potential in science, math, engineering and technology**
- ⇒ **Encouraging them to aim for technology related education and careers**
- ⇒ **Assisting professionals in science, math, engineering and technology related fields to better understand uses of assistive technology and the accommodation and facility -access needs of persons with disabilities.**

ELIGIBILITY REQUIREMENTS

1. **Student must have a physical, sensory or learning disability.**
2. **Student must be enrolled in the regular diploma program in grades 9 -12**
3. **Student must have an interest in exploring high technology careers in the sciences, math, engineering or technology.**
4. **Student must have the potential for pursuing post-secondary education and/or training**

CURRENT STATUS

- ⇒ **Thirty-five students are currently in the Brevard County HS/HT.**
- ⇒ **Students have successfully completed summer internships at the following companies: NASA/KSC, Florida Marine Research Center, FLORIDA TECH, the Cocoa Beach Area Chamber of Commerce, the National Weather Service, and Space Coast Press.**
- ⇒ **Brevard County students have hosted over 100 students and teachers from the Georgia and Oklahoma HS/HT Projects during shuttle launches, tours and Space Congress.**
- ⇒ **Students have participated in tours to NASA facilities at KSC, Brevard Community College, and Valencia Community College Center for High Tech Training, University of Central Florida, and other high tech companies.**
- ⇒ **Students have attended workshops and conferences, and participated in hand-on activities sponsored by the Space Coast Society of Women Engineers and the National Center for Simulation; and attended weather satellite launches and workshops sponsored by NOAA and Florida State University.**
- ⇒ **Seven seniors graduated in May 1999. Six are pursuing post-secondary education at Brevard Community College, FLORIDA TECH and GEORGIA TECH. One student received an academic scholarship, one a sports scholarship and two received assistance from Vocational Rehabilitation. All have successfully completed their first year of college and will return in the fall. The other student completed Independent Living Skills Training with Division of Blind Services in Daytona and is planning to attend college in January 2001.**
- ⇒ **Two graduating seniors were enrolled in the Dual Enrollment Program at Brevard Community College. Seven students graduated in May 2000 and will be attending college.**
- ⇒ **The Brevard County HS/HT is funded by a NASA grant. The Florida HS/HT Project is funded by an Able Trust grant. The Space Coast Center for Independent Living administers these grants.**
- ⇒ **High School/High Tech has recently been awarded Workforce Development Board grants in Brevard and Alachua Counties.**

FUTURE PLANS

- ⇒ **Expand the Brevard County project to 50 students.**
- ⇒ **Replicate the Brevard County project throughout the state of Florida (projects are being implemented in Sarasota, Jacksonville, Gainesville, Orlando and Miami).**

HIGH SCHOOL/HIGH TECH
PROGRAM GUIDE

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